



# Education Support Professionals (ESPs): Professional Growth Continuum (PGC) Organization: Time Management *Proficient Level*

## Competency

The ESP demonstrates time management, which is the ability to manage work duties efficiently and effectively within the time allotted/allocated.

## Key Method

The ESP demonstrates how time management shapes their experiences and effectiveness at work.

## Method Components

This micro-credential is based on the Universal Standard of *Organization* from the [NEA's ESP Professional Growth Continuum \(PGC\)](#), which defines organization as the ability to prioritize, plan, and execute tasks efficiently and effectively.

Organization for education support professionals can be broken into two skill areas:

1. Time Management
2. Equipment and Task Management

This micro-credential focuses on equipment and *time management*.

## Words to Know

**Allocate:** to give a particular amount of time, money, etc. to someone or something so that it can be used in a particular way

**Allot:** to give something, especially a share of something available, for a particular purpose

**Anticipate:** to imagine or expect that something will happen; or to take action in preparation for something you think will happen

**Balance:** to give several things equal amounts of importance so that a situation is successful (e.g., balancing your time)

**Cooperate:** to work or act together or jointly for a common purpose or benefit

**Duty:** something that you have to do because it is part of your job, or something that you feel is the right thing to do

**Effective:** successful or achieving the result you want or the result you hoped for

**Efficient:** working or operating quickly and effectively in an organized way; working in a way that does not waste a resource (something valuable such as fuel, water, or money)

**Management:** the control and organization of something; the activity of controlling something; using or dealing with something in a way that is effective

**Prioritize:** to decide which of a number of different jobs or tasks are most important or urgent and deal with them first

**Proficient:** skilled and experienced; good at doing something because of practice

**Time-sensitive:** used to describe a product that has to be delivered by a particular time, or information that is only useful for a particular period

**Workload:** the amount of work to be done, especially by a particular person or machine in a period of time

## NEA's ESP Professional Growth Continuum

Let's look at examples of proficient-level time management in the NEA's ESP Professional Growth Continuum. There are many ways for ESPs to demonstrate time management at a proficient level. Demonstrating skills and knowledge in this standard may look different depending on your unique role, worksite, community, and experience. The following language, adapted from the PGC, provides examples (indicators are bold, descriptors are sub-bullets):

- **Manage work duties effectively within the time allocated/allotted (For Clerical Services)**

- input attendance info prior to daily deadline
- anticipate and respond to requests for information daily

- **(For Custodial and Maintenance)**

- buff and polish floors after regular school hours
- clean classrooms, bathrooms, hallways, gym, and school grounds around the academic schedule to lessen disruption

- **(For Food Services)**

- work as a team to coordinate multiple facets of on-time food service delivery

- **(For Health and Student Services)**

- enter data into log or database daily
- update student records

- **(For Paraeducators)**

- demonstrate flexibility/adaptability if lessons finish early to engage students with additional practice activities or learning games
- seek additional tasks to stay effectively engaged when the workflow allows

- **(For Security Services)**

- be at active supervision sites at scheduled times (e.g., main entrance at arrival/dismissal, cafeteria, bus loading zones, etc.)

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- know the schedule for security needs at various school/district and public events

### **(For Skilled Trades)**

- make accurate time estimates for assigned jobs
- submit tool and material(s) requests in advance of job start date

### **(For Technical Services)**

- plan and complete tasks as assigned
- prioritize help desk requests

### **(For Transportation Services)**

- know regular and extracurricular trip routes and schedules
- have general knowledge of transportation service areas

## ● **Model efficient and effective workload management**

### **(For Clerical Services)**

- maintain administrator(s) schedule and appointments
- plan completion of paperwork during non-transition times (e.g., before or after student arrival/dismissal)

### **(For Custodial and Maintenance)**

- share with new employees successful strategies and effective practices for staying organized at work
- use or create a tracking system for work completed and work to do

### **(For Food Services)**

- identify activities that can be accomplished in-between starting and ending cook/reheat times
- complete daily, weekly, monthly, and annual cleaning or checking of kitchen equipment

### **(For Health and Student Services)**

- identify activities that can be accomplished in-between scheduled appointments (e.g., filing, re-filling supplies, updating electronic records, etc.)
- input information daily during screening periods in preparation for the report at the end of a screening period

**(For Paraeducators)**

- know the classroom and step into an activity or task to assist the teacher/designee as needed
- prepare necessary instructional materials

**(For Security Services)**

- balance monitoring during high-volume times and cafeteria/hall sweep duties
- balance maintenance of daily logs with completion of report summaries

**(For Skilled Trades)**

- ensure proper use of time, materials, and equipment
- schedule work around the academic schedule to lessen disturbance

**(For Technical Services)**

- schedule system or server maintenance around the academic schedule to lessen disruption
- anticipate issues and resolve them independently

**(For Transportation Services)**

- keep to the route schedule
- balance driving and maintenance/reporting duties

- **Work cooperatively with other staff on emergencies and/or the completion of large, complex, or time-sensitive projects.**

**(For Clerical Services)**

- collaborate on Board reports, accreditation reports, etc.
- collaborate on grant applications or summary reports

**(For Custodial and Maintenance)**

- ensure dust and debris mitigation during building or remodeling projects
- manage the cleanup required prior to opening building to students

**(For Food Services)**

- ensure proper care and storage of all foods and supplies
- plan regularly scheduled deep-cleaning or inventory of freezers and pantry

**(For Health and Student Services)**

- build community connections for wrap-around services

**(For Paraeducators)**

- collaborate on school accreditation reports
- collaborate on grant applications or summary reports

**(For Security Services)**

- work on school-wide plan to increase student time on task and reduce disruptive behavior
- work on community-based prevention projects or programs

**(For Skilled Trades)**

- provide input on the trades necessary to complete an assigned work order

**(For Technical Services)**

- coordinate the migration to a new software system
- help prevent or repair infection of computer devices by malware, viruses, etc.

**(For Transportation Services)**

- be flexible when school hours or emergency requires a change in schedule

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1, 2, and 3.

If any part of the micro-credential is incomplete or left blank, the submission will be scored “Incomplete,” and you will receive an email with a note of encouragement to complete all Parts of the micro-credential and resubmit your work to NEA.

Please read the “How to earn a proficient score” section at the end of each Part below to make sure your micro-credential submission is complete and meets the requirements.

For each Part, you may choose to submit your response:

- in WRITING (created in Microsoft Word, Google Docs, or another word processing software; acceptable file formats are .doc, .docx, .pdf, .rtf); OR
- through an AUDIO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp3, .wav, .aiff); OR
- through a VIDEO RECORDING (created on a mobile device like a smartphone or tablet, or on audio recording equipment; acceptable file formats are .mp4, .mov, .wmv, .avi)

Video or audio recordings for each Part should be one single file. You may complete all of the responses in one clip, or you may edit multiple clips together as one file to submit per Part.

IMPORTANT:

ESPs are strongly encouraged to take time to explore the links in the *Supporting Rationale and Research* and *Resources* section at the end of this document.

Do this before working on Part 1 of your micro-credential submission.

## Part 1: Skill Area Learning – Time Management at Your Worksite

**Directions:**

1. Locate a copy of your job description or think about the tasks/job responsibilities you do on a daily basis in your job.
2. Select two specific examples of tasks you do on a regular basis that are dependent on your time management skills and list them below.

Task #1: \_\_\_\_\_

Task #2: \_\_\_\_\_

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3. Based on what you selected above for Task #1, check the box or boxes of all the PGC indicators of time management skills that you think are related to the task. (There are no wrong answers).
  - Manage work duties effectively within the times allocated/allotted
  - Model efficient and effective workload management
  - Work cooperatively with other staff on emergencies and/or completion of large complex or time-sensitive projects
  
4. Based on what you selected above for Task #2, check the box or boxes of all the PGC indicators of time management skills that you think are related to the task. (There are no wrong answers).
  - Manage work duties effectively within the times allocated/allotted
  - Model efficient and effective workload management
  - Work cooperatively with other staff on emergencies and/or completion of large complex or time-sensitive projects
  
5. Explain how time management is essential to how you complete Task #1 and #2 using the skill(s) you identified above. As you explain, be sure to include the following:
  - a. Tell us:
    - your career family title;
    - your worksite type (elementary, middle, high school, district, or institution of higher education); and
    - the PGC indicator that best connects to each task.
  - b. How is time management essential to how you complete these tasks?
  - c. What could happen if you were unable to manage time effectively? What impact(s) could it have on students, schools, etc.?
  - d. How does time management help you help the people you interact with during the workday (e.g., students, co-workers, colleagues, administrators, supervisors, family and community members, etc.)?
  - e. Describe a time when time management was a challenge for you and explain what you did to address the challenge.



You may choose to submit a written response for Part 1. If you do this:

- Create a new Word document.
- Copy and paste your responses to items #2 – 5. This should include answers/responses to all of the above questions and prompts. Save the document.
- Upload the document file to the NEA Certification Bank submission page section for Part 1.

**OR**

You may choose to submit an audio or video response for Part 1. If you do this:

- Use a mobile device (e.g., smartphone or tablet) to make an audio or video recording of yourself answering all of the questions, and prompts for items #2 – 5 above. Feel free to refer to any notes you have made during your exploration of the topic. Save your recording.
- Upload the file to the NEA Certification Bank submission page section for Part 1.
- The audio or video recording should be no more than 7 minutes in length. If a submitted recording for Part 1 is longer than 7 minutes, only the first 7 minutes will be reviewed.

**Submission Checklist:**

- Upload your written, audio, or video recording to Part 1.
- Completely answer each question/prompt; and
- If you submit an audio or video recording: make sure the total length of your responses for Part 1 is no longer than 7 minutes.
- If you submit a written response: make sure the total length of your response for Part 1 is 350 words minimum and no longer than 1000 words.
- \*If you have a job description, please upload a copy of it along with the rest of your files in Part 1 of the NEA Certification Bank submission page for this micro-credential. This will help NEA learn more about how employers view ESP roles, and will not affect your score. Submitting your employer-created job description is not required to earn a proficient score on this micro-credential.

## How to earn a passing and proficient score in Part 1:

**Part 1 Passing:** Responses to directions #2 – 4 identify the work tasks that are dependent upon the PGC indicators for the skill area in this micro-credential. At least three terms from the “Words to Know” section must be integrated accurately into your responses.

**Part 1 Rubric:** Responses to direction #5 including sub-bullets

Score:	Developing	Proficient
Direction #5: Explain how time management is essential to how you complete work tasks #1 and #2 using the PGC skills identified.	Provide answers to some or all questions but little to no detail illustrating the points shared.	Provide answers to all questions describing with examples from work experiences how time management is essential to the completion of work tasks. Examples describe positive and negative impacts as well as challenges.

## Part 2: Interview

**Directions:**

Follow the steps below, make an audio or video recording or written transcription of the interview and save it to upload as part of your submission.

Identify one person from your ESP career family with whom you feel comfortable having a conversation about time management. Do not have the interviewee share any personal information that could be used to identify them (e.g., name, school, district, etc.) as they should remain anonymous.

**Before the interview, provide the interviewee with a copy of the questions and the PGC indicators and descriptors listed above.**

The recording should be 5-10 minutes in length. If a submitted recording for Part 2 is longer than 10 minutes, only the first 10 minutes will be reviewed. Written transcriptions should be no longer than 1000 words.

**Interview the person using only questions #1-3 below and include their responses. After conducting the interview, answer all of the questions yourself:**

1. What is one aspect of time management that you feel confident in?
  - a. What specifically did you do or what happened to help you gain that confidence?
2. What is one aspect of time management where you think you have the most growing or learning to do?
  - a. Why do you think you have the most growing or learning to do in this aspect?
3. Do you think that we, at our worksite, are encouraging adults to develop and use their time management skills?
  - a. If yes, provide a specific example of what we are doing well to make this happen, and how you know it is working.
  - b. If no, what specifically do you think we could do differently?
4. What have you learned from talking with a co-worker or colleague about time management?

**Submission Checklist:**

- Upload your audio or video recording or written transcription of your interview to Part 2 of the NEA Certification Bank submission page.
- Include complete, relevant responses to all questions from the interviewee AND from the submitter/you.
- Answer 1, 1a, 2, 2a, 3; then
- Answer either 3a or 3b.
- For questions 1 and 2, provide specific and relevant examples.
- For question 3a or 3b, provide relevant specifics on how school/worksite/community staff and/or leaders are encouraging the development and usage of time management, or provide achievable ideas for what could be done differently to do better in this area.
- Make sure the length of your recording is no longer than 10 minutes and the length of a written transcription is no longer than 1000 words.

## How to earn a proficient score in Part 2:

### Part 2 Rubric:

Score:	Developing	Proficient
Interviews	Interview of co-worker and self do not provide answers to all questions, or provide answers to all questions but only with general examples on how confidence has been gained in time management, areas of growth or learning related to the skill area; and whether adults are encouraged to develop and use their knowledge in this skill area on the job.	Interview of co-worker and self provide answers to all questions, demonstrating understanding of time management and describe with work examples how confidence has been gained in time management; identify areas of growth or learning related to the skill area; whether adults are encouraged to develop and use their knowledge in this skill area on the job and how this could be improved if needed; and apply understanding of co-worker's experiences to inform the submitter's knowledge about the skill area.

## Part 3: Reflection

### Directions:

Read all of the text in the three numbered prompts/questions below, then respond to all three prompts/questions through a written response, **OR** through an audio or video recording of yourself.

- If you submit a written response: make sure your Part 3 response is 350 words minimum and no longer than 750 words.
- If you submit a recording (audio or video): make sure your recording for Part 3 is no longer than 5 minutes.

**Prompts/Questions:**

1. Describe one missed opportunity at your worksite, when you or others could have done a better job using time management skills effectively. (\*Your response describing a missed opportunity will not negatively impact your score and will not be shared.)
2. What action step or small change can you make in the next seven months to strengthen your time management skills? How could you put those stronger skills to use at your worksite, school, community, or institution of higher education?

Some examples:

- Talk about your exploration of time management with another member of your worksite community. Share what you've learned or realized, and ask them about their thoughts on the topic.
  - Change how you approach one task or part of your day where you have realized you could be more effective in time management.
3. Describe who will benefit from your steps to develop and deepen your time management skills. Tell us how and why they will benefit.

**Submission Checklist:**

- Upload your written, audio, or video response to the NEA Certification Bank submission page for Part 3.
- Include relevant, complete, and specific responses to all three prompts/questions.
- Make sure your responses reflect an understanding of what proficient time management means for ESPs.
- Make sure the length of your written response is 350 words minimum and no longer than 750 words; or the length of your recording is no longer than 5 minutes.

## How to earn a passing score in Part 3:

**Part 3 Passing:** Your reflection identifies an action step or change you can make to strengthen your time management skills, how you will put those stronger skills to use at your worksite, school, community, or institution of higher education, as well as who will benefit and how they will benefit.

## Supporting Rationale and Research

ESPs are strongly encouraged to explore the links in the Supporting Rationale and Research, and Resources section below before beginning to work on Part 1 of the micro-credential.

National Education Association: [NEA ESP Professional Growth Continuum](#)

### **Resources:**

The PGC: What it is and how to use it

- [English video](#)
- [Spanish video](#)
- [Spanish resources](#)

Association for Supervision and Curriculum Development (ASCD): [Whole Child Approach to Education](#)