Education Support Professionals (ESPs): Professional Growth Continuum (PGC)
Reporting: Comprehensive Reporting
Proficient Level

Competency

The ESP demonstrates comprehensive reporting to fulfill the responsibilities of a mandated reporter effectively at their worksite.

Key Method

The ESP demonstrates how comprehensive reporting shapes their experiences and effectiveness at work.

Method Components

This micro-credential is based on the Universal Standard of Reporting from the [NEA's ESP Professional Growth Continuum (PGC)](#), which defines reporting as the ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed.

Reporting for education support professionals can be broken into two skill areas:
1. Compliance in Reporting
2. Comprehensive Reporting

This micro-credential focuses on comprehensive reporting.

Words to Know

Authority: a group of people or someone with official responsibility for a particular area of activity

Breach: an act of breaking a law, promise, agreement, or relationship

Bullying: the behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do

Chain of Command: the way that people with authority in an organization are ranked, from the person with the most authority to the next one below, and so on

Clarify: to make something clear or easier to understand by giving more details or a simpler explanation

Code of Conduct: a set of rules that members of an organization or people with a particular job or position must follow; a set of rules about how to behave and do business with other people

Document: to record information about something important by writing about it or photographing it; to record the details of an event, a process, etc.

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

Harassment: illegal behavior towards a person that causes mental or emotional suffering, which includes repeated unwanted contacts without a reasonable purpose, insults, threats, touching, or offensive language; behavior towards someone that is threatening or that annoys or upsets them

Incident: an event that is either unpleasant or unusual

Intensity: the quality of being felt strongly or having a very strong effect; the quality of being very serious and having strong emotions or opinions; being extreme in strength or force

Law: a rule made by a government that states how people may and may not behave in society and in business, and that often orders particular punishments if they do not obey, or a system of such rules

Obligation: something that a person feels morally or legally forced to do

Policy: a set of ideas or a plan of what to do in particular situations that has been officially agreed upon by a group of people, a business organization, a government, or a political party

Procedure: a set of actions that is the official or accepted way of doing something

Proceedings: a series of events that happen in a planned and controlled way

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

Report: to give a description of something or information about it to someone; to make a complaint to a person in authority about something or someone; a description of an event or situation

Terminology: special words or expressions used in relation to a particular subject or activity

Threat: a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed

NEA's ESP Professional Growth Continuum

Let's look at examples of proficient-level comprehensive reporting in the NEA's ESP Professional Growth Continuum. There are many ways for ESPs to demonstrate comprehensive reporting 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):

- **Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).**

(For All Career Families)
- know and report incidents of student and adult behavior
- know and report all accidents or incidents, as required by school policy and state law
- monitor and report bomb threats or other threats of violence
- identify and report accidents or incidents to the proper administrator and document the situation
- understand the chain of command for reporting procedures

(For Clerical Services)
- document all accidents or incidents of student and adult behavior as required by school policy and state law (e.g., breach of code of conduct, bomb threats, or other threats of violence)

(For Custodial and Maintenance)
- report a violent or aggressive student
- report chemical or laboratory spills or accidents

(For Paraeducators)
- understand the chain of command for reporting procedures (e.g., direct supervisor, building administrator, classroom teacher)

(For Security Services)
- report situations that might disrupt daily school operation
- report illegal smoking, vandalism, or disruptive behavior
- report threatening visitors on campus

(For Skilled Trades)
- report situations that might disrupt daily school operation
- report illegal smoking, vandalism, or disruptive behavior

(For Technical Services)
- report situations that might disrupt daily school operations connected to technology use
- report illegal software, phishing, accessing inappropriate websites, or other disruptive digital behavior

(For Transportation Services)
- report student behavior problems to the school at the beginning of day and report these incidents to a dispatcher or supervisor at end of day
- report any problems/defects during pre-trip, route, and post-trip

- **Clarify reporting procedures for others and assist in notifying proper authorities.**
  (For All Career Families)
  - ensure factual reporting using appropriate terminology
  - know proper use and submission of all forms and documents
  - know potential responses to reporting, and of legal obligations and proceedings that follow reporting
  - know when to activate the chain of command

  (For Paraeducators)
  - know types of incidents requiring reporting
  - know intensity of incidents requiring reporting

Submission Guidelines & Evaluation Criteria

To earn this micro-credential you must receive a proficient score in Part 1, Part 2, and Part 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 other 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 <u>each Part</u> should be <u>one single file</u>. 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 <u>strongly encouraged</u> to take time to explore the links in the *Supporting Rationale and Research* and *Resources* section at the end of this document.

Do this <u>before</u> working on Part 1 of your micro-credential submission.

Part 1: Skill Area Learning – Comprehensive Reporting 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 might prompt the use of your comprehensive reporting skills and list them below.

   Task #1: _____

   Task #2: _____

3. Based on what you selected above for Task #1, check the box or boxes of all the PGC indicators of comprehensive reporting skills that you think are related to the task. (There are no wrong answers).

   ☐ Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use)

☐ Clarify reporting procedures for others and assist in notifying proper authorities

4. Based on what you selected above for Task #2, check the box or boxes of all the PGC indicators of comprehensive reporting skills that you think are related to the task. (There are no wrong answers).

☐ Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use)

☐ Clarify reporting procedures for others and assist in notifying proper authorities

5. Explain how comprehensive reporting 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:

6. 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.

☐ How does the requirement for comprehensive reporting influence how you complete these tasks?

☐ What could happen if you were unable to be comprehensive in your reporting? What impact(s) could it have on students, schools, etc.?

☐ How does comprehensive reporting help you help people interact with during the workday (e.g., students, co-workers, colleagues, administrators, supervisors, family and community members, etc.)?

☐ Describe a time when comprehensive reporting was a challenge for you and 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 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 use 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 of the recording 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 comprehensive reporting 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 comprehensive reporting 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, <u>make an audio or video recording or written transcription of the interview and save it to upload as part of your submission.</u>

Identify one person from your ESP career family with whom you feel comfortable having a conversation about comprehensive reporting. 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 comprehensive reporting 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 comprehensive reporting 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 skills in comprehensive reporting?
    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 comprehensive reporting?

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 comprehensive reporting, or provide achievable ideas for what could be done differently to do better in this area.

☐ Make sure the recording length 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 comprehensive reporting, 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 comprehensive reporting and describe with work examples how confidence has been gained in comprehensive reporting; 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 in comprehensive reporting. (*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 comprehensive reporting 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 comprehensive reporting with another member of your worksite community. Share what you've learned or realized, and ask them about their thoughts on the topic.
   - Describe how you approach one task or part of your day where you have realized you could be more effective through comprehensive reporting.

3. Describe who will benefit from your steps to develop and deepen your own comprehensive reporting 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 a proficient understanding of what proficient comprehensive reporting 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:

Passing: Your reflection identifies an action step/change that you can make to strengthen your comprehensive reporting skills, how you will put those stronger skills to use at your worksite, school, community, or institution of higher education, along with 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*