



**Education Support Professionals (ESPs):  
Professional Growth Continuum (PGC)  
Health and Safety: Knowledge of Health and  
Safety Regulations  
*Proficient Level***

## Competency

The ESP effectively demonstrates knowledge of health and safety regulations at their worksite.

## Key Method

The ESP demonstrates how knowledge of health and safety regulations shapes their experiences and effectiveness at work.

## Method Components

This micro-credential is based on the Universal Standard of Ethics from the [NEA's ESP Professional Growth Continuum \(PGC\)](#), which defines health and safety as the ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity.

## Knowledge of Health and Safety Regulations Proficient Level

Health and Safety for education support professionals can be broken into two skill areas:

1. Knowledge of Health and Safety Regulations
2. Problem Solving and Decision Making

This micro-credential focuses on *knowledge of health and safety regulations*.

### Words to Know

**Code-of-Conduct:** a set of rules that members of an organization or people with a particular job or position must follow

**Continuum:** a set of things on a scale, which have a particular characteristic to different degrees

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

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

**Policy:** a set of ideas or a plan of what to do in particular situations that have 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

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

**Regulation:** an official rule or law

**Report:** a spoken or written description of an event or situation

**Requirement:** something needed or necessary; something that you must do

**Rule:** an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do

**Valid:** well grounded on principles or evidence; able to withstand criticism or objection as an argument; sound; having legal force; properly executed and binding under the law

## NEA's ESP Professional Growth Continuum

Let's look at examples of proficient-level knowledge of health and safety regulations in the NEA's ESP Professional Growth Continuum. There are many ways for ESPs to demonstrate knowledge of health and safety regulations 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 basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties. (For Clerical Services, Custodial Maintenance, Food Services, Health and Student Services, Paraeducators, Security Services, Transportation Services)**
  - acquire first aid certification, AED training, and blood borne pathogen training
- **(For Clerical Services)**
  - know ergonomic positioning for working at a computer
- **(For Food Services)**
  - maintain safe food storage in hazard-free environment
  - know food Services and Health Department regulations
- **(For Health and Student Services)**
  - know basic Health Department regulations
- **(For Skilled Trades)**
  - acquire first aid certification, AED training, and hazardous materials handling training
- **(For Technical Services)**
  - acquire first aid certification, AED training, and hazardous materials handling training

**(For Transportation Services)**

- know the district/agency's weather emergency protocol

● **Know worksite rules and policies for student and staff codes of conduct related to safety.**

**(For All Career Families)**

- know areas of refuge
- know fire drill, evacuations, and lockdown procedures

**(For Clerical Services)**

- know rules and regulations for dispensing medicine on campus
- plan for students with a history of unpredictable or violent behavior

**(For Health and Student Services)**

- know rules and regulations for dispensing medicine on campus

**(For Paraeducators)**

- share a plan for students with a history of unpredictable or violent behavior

**(For Security Services)**

- share a plan for students with a history of unpredictable or violent behavior

**(For Skilled Trades)**

- direct students and staff away from the worksite

**(For Technical Services)**

- know and implement safe internet use practices

**(For Transportation Services)**

- ensure students wait for the signal to cross and board the bus
- ensure students are seated before the bus moves
- ensure students in assigned seats, if required
- monitor student cell phone use according to district policy
- ensure there is no cell phone use by the driver while the bus is moving or stopped at intersections

- **Maintain valid safety and first aid/Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) certificates as required by job duties.**
  - (For all Career Families)**
    - register for and complete first aid, CPR/AED certification classes every two years
    - access refresher materials online annually
  - (For Food Services, Health and Student Services, Paraeducators)**
    - know how to use an epinephrine auto-injector for food allergic reactions
  
- **Remain current with any new policies/procedures that ensure the health and safety of students and staff.**
  - (For Clerical Services, Custodial Maintenance, Health and Student Services, Paraeducators, Security Services, Skilled Trades)**
    - know policies/procedures for reporting all accidents occurring on school grounds
  - (For Clerical Services)**
    - manage safety hazard reports
  - (For Custodial and Maintenance)**
    - know safety hazard reporting
  - (For Food Services)**
    - maintain a high level of cleanliness in accordance with Health Department regulations
    - know policies/procedures for reporting food contamination and other food-related safety concerns
    - know procedure for reporting accidents in kitchen and cafeteria
  - (For Health and Student Services)**
    - know the protocol for notifying an emergency contact
    - know the protocol for notifying appropriate agencies as the situation requires
  - (For Paraeducators)**
    - know the protocol for notifying an emergency contact

**(For Technical Services)**

- conduct computer maintenance with appropriate security protocols and patches
- conduct computer virus mitigation
- identify and report cyberbullying

**(For Transportation Services)**

- know policies/procedures for reporting all accidents occurring on the school bus

- **Know the different roles in health and safety beyond cleaning and care of facility.**

**(For Custodial and Maintenance)**

- read and understand safety data sheets

- **Know food allergies and medical needs of students and staff.**

**(For Food Services)**

- know the procedures for responding to food allergies
- place signage alerting all to the presence of food allergens
- follow procedures for cleaning after exposure to allergens and make appropriate staff aware of allergy incidents

- **Understand the medical needs of students and staff.**

**(For Health and Student Services)**

- know procedures for responding to medical emergencies
- place signage alerting all to presence of food allergens
- follow procedures for cleaning after exposure to allergens

- **Know the physical design, location of emergency/electrical panels, safe areas, and operations of the worksite.**

**(For Custodial and Maintenance and Security Services)**

- follow the daily and alternative bell 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.

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 – Knowledge of Health and Safety Regulations 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 knowledge of health and safety regulations and list them below.

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

## Knowledge of Health and Safety Regulations Proficient Level

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

3. Based on what you selected above for Task #1, check the box or boxes of all the PGC indicators of knowledge of health and safety regulation skills that you think are related to the task. (There are no wrong answers).
  - Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties
  - Know worksite rules and policies for student and staff codes of conduct related to safety
  - Maintain valid safety and first aid/CPR/AED certificates as required by job duties
  - Remain current with any new policies/procedures that ensure the health and safety of students and staff
  
4. Based on what you selected above for Task #2, check the box(es) of all the PGC indicators of knowledge of health and safety regulation skills that you think are related to the task. (There are no wrong answers).
  - Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties
  - Know worksite rules and policies for student and staff codes of conduct related to safety
  - Maintain valid safety and first aid/CPR/AED certificates as required by job duties
  - Remain current with any new policies/procedures that ensure the health and safety of students and staff
  
5. Explain how knowledge of health and safety regulations 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.



## Knowledge of Health and Safety Regulations Proficient Level

- b. How is your knowledge of health and safety regulations essential to how you complete these tasks?
- c. What could happen if you did not have the knowledge of health and safety regulations? What impact(s) could it have on students, schools, etc.?
- d. How does your knowledge of health and safety regulations help you help 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 the knowledge of health and safety regulations 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/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 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.

## Knowledge of Health and Safety Regulations Proficient Level

### 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:	Proficient	Developing
Direction #5 Explain how knowledge of health and safety regulations 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 knowledge of health and safety regulations 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 knowledge of health and safety regulations. 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 knowledge of health and safety regulations that you feel confident in?
  - a. What did you do or what happened to help you to gain that confidence?
2. What is one aspect of knowledge of health and safety regulations 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 knowledge of health and safety regulations?
  - 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 the knowledge of health and safety regulations?

**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 and 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 provided.
- For question 3a or 3b, provide relevant specifics on how school/worksite/community staff and/or leaders are encouraging the development and usage of knowledge of health and safety regulations, 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 knowledge of health and safety regulations, areas of growth or learning related to the skill area; and whether	Interview of co-worker and self provide answers to all questions, demonstrating knowledge of health and safety regulations and describe with work examples how confidence has been gained in knowledge of health and safety regulations; identify areas of growth or learning related to the skill area; whether adults are encouraged to develop

	adults are encouraged to develop and use their knowledge in this skill area on the job.	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.
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## 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 knowledge of health and safety regulations. (\*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 knowledge of health and safety regulations? How could you put those stronger skills to use at your worksite, school, community, district, or institution of higher education?

Some examples:

- Talk about your exploration of knowledge of health and safety regulations 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 can change your approach to one task or part of your day where you could be more effective with the knowledge of health and safety regulations.
3. Describe who will benefit from your steps to develop and deepen your own knowledge of health and safety regulations. 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 knowledge of health and safety regulations 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 knowledge of health and safety regulations, 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](#)

## Knowledge of Health and Safety Regulations Proficient Level

### **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](#)