



Education Support Professionals (ESPs): Professional Growth Continuum (PGC)

Technology: Using Job-Related Technology

Proficient Level

Competency

ESP demonstrates the ability to use job-related technology effectively at their worksite.

Key Method

The ESP demonstrates how using job-related technology shapes their experiences and effectiveness at work.

Method Components

This micro-credential is based on the Universal Standard of *Technology* from the [NEA's ESP Professional Growth Continuum \(PGC\)](#), which defines technology as the ability to use electronic devices to problem solve and complete work-related duties.

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

1. Using Job-Related Technology

2. Relevant Knowledge about Technology

This micro-credential focuses on *using job-related technology*.

Words to Know

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

Device: a machine (e.g., a phone or computer) that can be used to connect to the internet

Digital: of, relating to, or utilizing devices constructed or working by the methods or principles of electronics

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

Etiquette: the set of rules or customs that control accepted behavior in particular social groups or social situations; a set of rules that helps people understand how they should behave in particular business or professional situations

Hardware: the physical and electronic parts of a computer or other piece of equipment

Law: a rule made by a government or a system of rules 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

Platform: the type of computer system or smartphone you are using, in relation to the type of software (computer programs) you can use on it

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

Protocol: the system of rules and acceptable behavior that people or organizations should follow in official situations, for example when they have formal discussions

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

Software: the programs that you put into a computer to make it do particular jobs

Technology: new machinery or equipment that has been developed using scientific knowledge and processes

Virtual: done using computer technology over the internet, and not involving people physically going somewhere

NEA's ESP Professional Growth Continuum

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

- **Operate computer and/or other digital devices and platforms required for job duties.**

(For Clerical Services)

- operate the security camera system and telephone/walkie-talkie and know the etiquette and protocols
- access a printer, email, the district website, the internet, etc.
- participate in virtual professional development
- know appropriate software for job requirements
- access substitute system

(For Custodial and Maintenance Services)

- operate the security camera system, telephone/walkie-talkie/radios
- operate the heating, ventilation, air conditioning (HVAC)
- access a printer, email, the district website, the internet, etc.
- participate in virtual professional development
- know and be able to use appropriate software for job requirements

(For Food Services)

- know the cash register and computer system
- know food- and nutrition-related programs
- access a telephone, email, printer, the district website, the internet, etc.
- participate in virtual professional development
- know and be able to use appropriate software for job requirements
- use food thermometers

(For Health and Student Services)

- maintain student medical records through a system
- access a telephone, email, printer, the district website, the internet, etc.
- participate in virtual professional development
- know and be able to use appropriate software for job requirements

(For Paraeducators)

- access a telephone, scanner, printer, email, district website, and internet, etc.
- participate in virtual professional development
- know and be able to use appropriate software for job requirements
- support student access to educational software for learning objectives

(For Security Services)

- operate the security camera system and telephone/walkie-talkie and know the etiquette and protocols
- access a printer, email, the district website, the internet, etc.
- participate in virtual professional development
- know and be able to use appropriate software for job requirements
- know the system for reporting incidences

(For Skilled Trades)

- operate a telephone/walkie-talkie and know the etiquette and protocols
- access email, district website, the internet, etc.
- access online or virtual professional development

- know and be able to use appropriate software for job requirements
- know the system for work order tasks

(For Technical Services)

- operate a telephone/walkie-talkie and know the etiquette and protocols
- access email, district website, internet, etc.
- access online or virtual professional development
- know and be able to use appropriate software for job requirements
- know the system for work order tasks

(For Transportation Services)

- operate the radio/phone and know the etiquette and protocols
- access email, the district website, vehicle technology systems, etc.
- participate in virtual professional development
- access student information and the bus routing system, the mileage tracking system, and the substitute system
- know the system for documenting student behavior, accidents, etc.

● **Operate standard equipment**

(For Clerical Services)

- Operate standard office equipment:
- copiers, report binders, laminators, etc.
 - entry door access and intercom

(For Custodial and Maintenance Services)

- Operate standard office equipment:
- copiers
 - entry door intercom and access

(For Food Services)

- Operate standard food-prep equipment:
- food-prep monitoring devices
 - oven, cookers, warmers, etc.
 - scales and portion-control devices

(For Health and Student Services)

Operate standard medical equipment under direction of certified school nurse (CSN or RN):

- health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.)
- nebulizers

(For Paraeducators)

Operate standard office equipment:

- iPads, PC or MAC computers, tablets, assistive technology devices, and assigned software or applications, including MS Office, Google Docs, copier, etc.

(For Security Services)

Operate standard office equipment:

- copier
- entry door intercom and access

(For Skilled Trades)

Operate standard construction equipment:

- digital level
- laser measuring devices

(For Technical Services)

Operate standard office equipment:

- copier, scanner, printer

(For Transportation Services)

Operate standard transportation equipment:

- communication system
- tire-pressure gauge
- handicap access

- **Monitor job-related emails as required to identify and respond to needs.**

(For Clerical Services)

- at least three times daily or as directed by supervisor

(For Custodial and Maintenance)

- twice daily or as directed by supervisor

(For Food Services)

- daily or as directed by supervisor

(For Health and Student Services)

- at least three times daily or as directed by supervisor

(For Paraeducators)

- twice daily or as directed by supervisor
- flag emails needed for future reference

(For Security Services)

- at least three times daily or as directed by supervisor

(For Skilled Trades)

- twice daily or as directed by supervisor

(For Technical Services)

- at least five times daily or as directed by supervisor

(For Transportation Services)

- daily or as directed by supervisor

- **Operate advanced settings of worksite systems and equipment needed to perform job duties.**

(For Clerical Services)

- collate, enlarge, scan through a printer
- use advanced settings for a telephone
- use the work order tracking system

(For Custodial and Maintenance Services)

- operate advanced settings of a camera system, HVAC, telephone, etc. use the work order tracking system

(For Food Services)

- store food in coolers and freezers
- Operate advanced settings of a telephone
- use the work order tracking system

(For Health and Student Services)

- use health monitoring devices (e.g., scales, thermometers, blood pressure cuff, etc.)
- Operate nebulizers, automated external defibrillator (AED),

telephone, etc.

(For Paraeducators)

- o know how to use student tablets or communication devices and assistive-technology devices, SMART board®, document camera, etc.
- o use computer-related storage (shared drive, thumb drive, external hard drive, etc.)

(For Security Services)

- o operate alarms and emergency alert systems automated external defibrillator (AED)

(For Skilled Trades)

- o operate digital control sensors valve and pressure gauges

(For Technical Services)

- o monitor computer usage
- o configure and maintain at least one operating system

(For Transportation Services)

- o modify/update student and bus route information
- o operate GPS/navigation system

● **Use appropriate job-related programs.**

(For All Career Families)

- o conduct web and document searches

(For Clerical Services)

- o create documents, spreadsheets, diagrams, graphs, and reports
- o input data, as needed for accurate data management (e.g., school financial transaction accounts, payroll program, inventory control)

(For Custodial and Maintenance)

- o input data, as needed, for accurate data management (e.g., equipment usage information, fuel usage, inventory control)

(For Food Services)

- o create documents, spreadsheets, and reports
- o use software to produce weekly menu flyer for posting and sharing electronically

- input data, as needed, for accurate data management (e.g., equipment usage information, meal counts, inventory control)

(For Health and Student Services)

- create documents, spreadsheets, and reports

(For Paraeducators)

- create documents, spreadsheets, and reports
- collate, enlarge, and scan documents

(For Security Services)

- create spreadsheets, reports, diagrams, graphs, etc.
- input data, as needed, for accurate data management (e.g., school visitor system, incident reports or information, inventory control)

(For Skilled Trades)

- create spreadsheets, reports, diagrams, graphs, etc.
- input data, as needed, for accurate data management (e.g., equipment usage information, fuel usage, inventory control)

(For Technical Services)

- create spreadsheets, reports, diagrams, graphs, etc.
- input data, as needed for accurate data management (e.g., response and resolution rates, storage usage, inventory control)

(For Transportation Services)

- know and maintain the parts-supply system
- monitor equipment bids

● **Model safe internet and technology use.**

(For All Career Families)

- use social media responsibly
- appropriately respond to and report phishing, trolling, spam, etc.
- know student data privacy rules and/or laws

Submission and Evaluation

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 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 – Using Job-Related Technology 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 use of job-related technology 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 using job-related technology skills that you think are related to the task. (There are no wrong answers).

- Operate computer and/or other digital devices and platforms required for job duties
- Operate standard equipment
- Monitor job-related emails routinely
- Operate advanced settings of equipment needed to perform job duties
- Use appropriate job-related programs
- Model safe internet and technology use

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

- Operate computer and/or other digital devices and platforms required for job duties
- Operate standard equipment
- Monitor job-related emails routinely
- Operate advanced settings of equipment needed to perform

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- job duties
- Use appropriate job-related programs
 - Model safe internet and technology use

5. Explain how using job-related technology skills are 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 are skills to use job-related technology essential to how you complete these tasks?

c. What could happen if you did not have the skills to use job-related technology in your job? What impact(s) could it have on students, schools, etc.?

d. How do the skills to use job-related technology 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 using job-related technology 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 written 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.

Submission Checklist:

- Upload your written response, 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 using job-related technology 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 using job-related technology 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 using job-related technology. 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:

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1. What is one aspect of using job-related technology 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 using job-related technology skills 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 their skills to use job-related technology?
 - 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 using job-related technology?

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 using job-related technology skills, or provide achievable ideas for what could be done differently to improve 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	Interview of co-worker and self provide answers

	answers to all questions, or provide answers to all questions but only with general examples on how confidence has been gained in using job-related technology, 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.	to all questions, demonstrating understanding of using job-related technology and describe with work examples how confidence has been gained in using job-related technology; 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.
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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 job-related technology 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 skills in using job-related technology? 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 using job-related technology skills 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 with your using job-related technology skills.
3. Describe who will benefit from your steps to develop and deepen your skills in using job-related technology. 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 use of job-related technology 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 job-related technology 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](#)