



**Education Support Professionals (ESPs):
Professional Growth Continuum (PGC)**
Organization: Equipment and Task
Management
Proficient Level

Competency

The ESP demonstrates equipment and task management: the ability to manage equipment, tasks, and information efficiently and effectively at their worksite.

Key Method

The ESP demonstrates how equipment and task 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.

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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 task management*.

Words to Know

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

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; or 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

Operating: relating to the main business activities

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

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

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

Readiness: the state of being ready or prepared

Routine: a usual set of activities or way of doing things

Task: a piece of work to be done, especially one done regularly

NEA's ESP Professional Growth Continuum

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

- **Follow procedures for collecting, managing, and maintaining the information needed for job duties**

- **(For Clerical Services)**

- manage student and staff records
 - update school policies and procedures

- **(For Custodial and Maintenance)**

- write directions and procedures for routine maintenance of equipment
 - keep a weekly checklist of supplies and submittal to supervisor or online systems

- **(For Food Services)**

- maintain daily records and reports, as per position
 - follow portioning standards

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

- keep daily log of individuals served in the health office
 - collect and maintain information on potential community partners and health services

- **(For Paraeducators)**

- organize necessary materials, including lesson plans, to perform a task or activity
 - record student information

- **(For Security Services)**

- maintain the confidentiality of records and information about students and staff
 - know the information required for accurate and thorough incident reports

- **(For Skilled Trades)**

- know school/district policies and procedures
 - know employee policies and expectations

(For Technical Services)

- conduct basic inventory management
- know school and district policies and procedures

(For Transportation Services)

- follow rules, procedures, expectations for student behavior and safety
- follow procedures for safe school bus transportation
- manage school calendars, school arrival/dismissal times, and professional development training dates

● **Follow directions and recommended operating procedures for job-related equipment**

(For Clerical Services)

- manage printers, copiers, mail machine
- maintain a clear and clean work area

(For Custodial and Maintenance)

- dust or wipe surfaces prior to cleaning the floor
- maintain a clear and clean work area

(For Food Services)

- ensure hygienic handling and correct storage of all food items (e.g., first in/first out, shelf life, etc.)
- maintain a clear and clean work area

(For Health and Student Services)

- maintain a clear and clean work area (e.g., clean area and equipment as needed and after an individual has been seen in the health office)

(For Paraeducators)

- charge electronic devices regularly to be ready for student use
- maintain a clear and clean work area

(For Security Services)

- manage communication and monitoring devices
- maintain a clear and clean work area

(For Skilled Trades)

- track measurements and materials
- maintain a clear and clean work area (e.g., return tools to tool storage, sweep/mop the work area at end of day, etc.)

(For Technical Services)

- maintain clear and clean work area
- store reference materials, apps, manuals, etc. in an easy-to-access and logical manner

(For Transportation Services)

- conduct vehicle pre-trip and post-trip inspection and report any visual defects of the vehicle
- follow driving laws, safety regulations, and district policies

● **Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties**

(For Clerical Services)

- manage on-site office machine supplies
- know protocol for file naming and storage of hard and electronic files

(For Custodial and Maintenance)

- replace buffer pads, winterize snow thrower, seasonally replace air filters, etc.

(For Food Services)

- assist in cleaning and maintaining equipment
- recognize when supplies are needed

(For Health and Student Services)

- maintain vision and hearing equipment, thermometers, scales, etc.
- clean and prepare bed and linens

(For Paraeducators)

- update apps on electronic devices for student use
- change images on the message board with new vocabulary

(For Security Services)

- maintain communication devices, emergency services devices, recording and reporting systems, etc.

(For Skilled Trades)

- maintain hand and power tools
- make work order updates

(For Technical Services)

- conduct regular updates and maintain internet security practices

(For Transportation Services)

- ensure maintenance of communication devices
- report problems or defects daily

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 – Equipment and Task 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 the tasks you do on a regular basis that are dependent on your equipment and task management skills and list them as 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 equipment and task management skills that you think are related to the task. (There are no wrong answers).
 - Follow procedures for collecting, managing, and maintaining information needed for job duties
 - Follow directions and recommended operating procedures for job-related equipment
 - Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties

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

- Follow procedures for collecting, managing, and maintaining information needed for job duties
- Follow directions and recommended operating procedures for job related equipment
- Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties

5. Explain how equipment and task 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 equipment and task management essential to how you complete these tasks.
- c. What could happen if you were unable to manage equipment and tasks effectively? What impact(s) could it have on students, schools, etc.?
- d. How do your equipment and task management skills 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 equipment and task 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.
- Type or 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:

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- 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 while exploring 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 effective communication is	Provide answers to some or all questions but little to no detail	Provide answers to all questions describing with examples from

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essential to how you complete work tasks #1 and #2 using the PGC skills identified.	illustrating the points shared.	work experiences how equipment and task management is essential to the completion of work tasks. Examples describe positive and negative impacts as well as challenges.
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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 equipment and task 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 equipment and task management that you feel confident in?

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- a. What specifically did you do or what happened to help you gain that confidence?
- 2. What is one aspect of equipment and task 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 our equipment and task 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 equipment and task 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 equipment and task 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	Interview of co-worker and self provide answers to all questions,

	<p>questions, or provide answers to all questions but only with general examples on how confidence has been gained in equipment and task 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.</p>	<p>demonstrating understanding of equipment and task management; describe with work examples how confidence has been gained in equipment and task 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.</p>
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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 equipment and task 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 equipment and task management skills? 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 equipment and task management with another member of your worksite community. Share what you've learned or realized, and ask them about their thoughts.
 - Change how you approach one task or part of your day where you have realized you could be more effective through equipment and task management.
3. Describe who will benefit from your steps to develop and deepen your equipment and task 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 equipment and task 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/change that you can make to strengthen your equipment and task management 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, 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](#)