



Great Public Schools for Every Student

Education Support Professionals: Reporting Standard

The Educational Support Professional (ESP) understands the responsibilities of a mandated reporter, including what, when, how, and to whom reports should be filed.

Key Method

A five-step inquiry learning cycle will help you demonstrate reporting that connects to your students and their communities. It is through self-assessment, analysis, and reflection that you can learn about yourself as an educator who reports, positively influences others, and plans for evidence-based growth in the Reporting Standard of the *ESP Professional Growth Continuum*.

Method Components

Many professions have guiding principles that provide a blueprint for professionally mandated reporting, including knowledge of laws/policies, implementation of policies and procedures, and decision-making around documentation. Whether or not you realize it, you make daily decisions that affect the safety and welfare of students and staff, as well as the culture and mission of public education. You observe the behaviors of students and staff and through mandated reporting support optimal teaching and learning conditions.

Together, the Whole Student Model and the inquiry learning cycle described below provide you with a self-guided, professional growth road map to the Reporting Standard.

Components of Using the *ESP Professional Growth Continuum's* Reporting Standard

- Identify key indicators and descriptors around reporting knowledge and practice, implementing policies and procedures, and decision-making around documentation
- Consider how reporting supports the whole student
- Determine your own level of reporting practice by studying the standard closely to understand specific knowledge, skills, and dispositions and how they change from one level to the next
- Identify areas for growth in reporting that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Reporting Standard

(See Resources section)

The Whole Student Model

The five tenets of the Whole Student Model parallel Maslow's hierarchy of needs by describing the relationship between the well-being of students and their readiness to learn. Students cannot learn unless they are first healthy and safe, and they are more likely to learn if educators engage, support, and challenge them. The tenets should guide and inform your reporting practices.

The Inquiry Learning Cycle (Your Learning Journey)

Graphic of an Inquiry-Based Learning Cycle:



Know the Reporting Standard

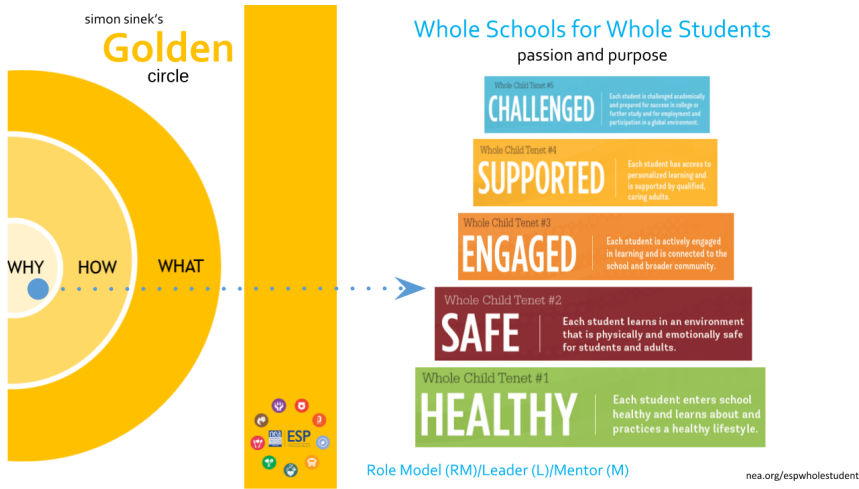
- The indicators and descriptors of the standard detail what you should know and be able to do regarding reporting in your career family role.
- Study the standard (see the *Professional Growth Planning Tool* or PGC Self-Assessment in Resources). Own the knowledge, skills, and dispositions that characterize your reporting, that of those around you, and for others within your career family.

Know Yourself

- Knowing where you currently fall on the professional growth continuum and being able to describe your practice around reporting is a critical first step to intentional growth in the standard.
- Knowing the students you serve and their needs will ground your work in the importance of the Reporting Standard.
- You also need to understand why you do what you do and what the needs are behind the decisions you make.

Set a Growth Goal

- Setting goals that are rooted in the details of the Reporting Standard will guide you to maximize your potential to help the whole student
- Comparing what you know about reporting with what you know about yourself and the needs of your students around this standard will help you develop a professional vision that serves your passion and your students.



Follow the link to learn more:

<https://docs.google.com/presentation/d/1oUQX2OIOp0eElqt1pfUKA3Qxp2zSolWIKzgOS1dei48/edit?usp=sharing>

The Why (your passion or purpose) ⇔ **The What** (the standard's continuum)

+

The How (inquiry cycle - building your knowledge)

⇕

Whole Student

+

You

Role Model (RM)/Leader (L)/Mentor (M)

Follow Your Reporting Growth Plan

- Designing and implementing a reporting growth plan will help you gain the knowledge, skills, and dispositions you need to develop and strengthen your professional practice. When designing your plan, make sure to include the following to ensure your plan moves you forward:
 - Steps you will take
 - Resources you will tap (what does your association offer?)
 - Timelines you will meet
 - Milestones or check-ins on your progress

Reflect

Reflecting on what you have learned about yourself, the Whole Student Model, and the Reporting Standard will cement your learning. In turn, what you notice through reflection will help you make plans for continued growth. Reflection is both the final step in the inquiry learning cycle and micro-credential submission as well as a habit of continuous improvement.

Supporting Research

Armstrong, Patricia. (2018). Bloom's Taxonomy. Nashville, TN: Vanderbilt University.

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). Effective Teacher Professional Development (research brief). Palo Alto, CA: Learning Policy Institute.

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

Hodges, T., Clifton, D. (2004). Strengths-Based Development in Practice. Omaha, NE. The Gallup Organization.

<https://www.weber.edu/WSUImages/leadership/docs/sq/development-in-practice.pdf>

Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health. (2014). Alexandria, VA: ASCD.

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

Resources

Education Support Professionals: Professional Growth Continuum (PGC)

<https://www.nea.org/professional-excellence/professional-learning/esps/continuum>

PGC - Professional Growth Planning Tool

https://docs.google.com/document/d/1nYaaOCHtiQiy8_ehCjX6iybly3zeX7torlm00gKJevw/edit?usp=sharing

Professional Growth Continuum (PGC) Self-Assessment

<https://www.nea.org/sites/default/files/2020-06/ESP-PGC-Assessment-Guide.pdf>

Simon Sinek - Start With Why - TED Talk

<https://www.youtube.com/watch?v=IPYeClXpxw>

Know Your Why | Michael Jr. - YouTube

<https://www.youtube.com/watch?v=1ytFB8TrkTo>

Blog Post - *Improving Schools: Why Do You Do What You Do?*

<http://inservice.ascd.org/improving-schools-why-do-you-do-what-you-do/>

ESP: Meeting the Needs of the Whole Student

<https://www.nea.org/sites/default/files/2020-07/Education%20Support%20Professionals-Meeting%20the%20Needs%20of%20the%20Whole%20Student.pdf>

ESP Quality's PowerPoint on Maslow's Hierarchy of Needs and the Whole Child

https://docs.google.com/presentation/d/1M7X0kflJHOzvg_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing

Self-Reflection and Professional Growth Planning

<https://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

Submission Guidelines & Evaluation Criteria

Part 1. Overview Questions

250-350 words

Please answer the following contextual questions to help our reviewer understand your current situation. Do not include any information that will make you or others identifiable.

1. List your ESP career family, specific position, and number of years working in education.
2. Describe your school/work site's level (healthy, safe, engaged, supported, or challenged) of meeting the needs of the whole student. Explain your choice with the type of specific detail found in the diagram.

- **Passing:** Responses completely answer each question and include specific examples that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	Clearly defines a professional vision around the Whole Student Model and the Reporting Standard that includes why growth in reporting is desired Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) Explains how the inquiry cycle will guide professional growth	Generally, defines a professional vision around the Whole Student Model and Reporting Standard but is unclear on why growth in reporting is desired Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) Is unclear about how the inquiry cycle will guide professional growth	Does not define a professional vision around the Whole Student Model and the Reporting Standard or explain why growth in reporting is desired No specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) are included Does not address how the inquiry cycle will guide professional growth

null	Proficient	Basic	Developing
Artifact 2: Professional Growth Plan	Designed and fully executed a professional growth plan with 2-3 growth goals clearly rooted in the indicators and descriptors of the Reporting Standard	Designed and partially executed a professional growth plan with 1-2 growth goals vaguely rooted in the indicators and descriptors of the Reporting Standard	Did not design nor execute a professional growth plan with growth goals rooted in the indicators and descriptors of the Reporting Standard
	Clearly indicates role aspirations: Role Model (RM), Mentor (M), or Leader (L)	Implies role aspirations: Role Model (RM), Mentor (M), or Leader (L)	Does not indicate role aspirations: Role Model (RM), Mentor (M), or Leader (L)
	Both starting and ending levels of practice are identified and justified with specific details from daily work	Starting and/or ending levels of practice are generally identified but there is a lack of specific detail from daily work	Starting and/or ending levels of practice are not identified and/or there are no specific details from daily work
	Action steps are specific and there is evidence of their execution	Action steps are too broad and there is little evidence of their execution	Action steps are not evident and there is little or no evidence of their execution
	Reflection clearly addresses each goal	Reflection is lacking detail and/or does not address each goal	Reflection is absent and/or lacks goal detail

Artifact 3: Completed Incident Report or Other Reporting Tool	Proficient	Basic	Developing
	Incident report or other documentation clearly demonstrates reporting knowledge and skills as defined by the standard	Incident report or other documentation demonstrates some reporting knowledge and skills as defined by the standard	Incident report or other documentation does not demonstrate reporting knowledge and skills as defined by the standard
	Evidence of understanding the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed	Incomplete evidence of understanding the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed	No evidence of understanding the responsibilities of a mandated reporter and what, when, how, nor to whom reports should be filed
	Clear evidence of responsible decision-making that supports students, staff, and/or community	Some evidence of responsible decision-making that supports students, staff, and/or community	No evidence of responsible decision-making that supports students, staff, and/or community

Reflection

250-350 words

Answer the following reflective questions. Do not include any information that will make you or others identifiable to your reviewers.

- Reflect on your growth in the Reporting Standard by describing what you have learned about your practice through the inquiry cycle. Be sure to identify your level of competence (Foundational, Proficient, or Advanced/Mastery) before following a professional growth plan, as well as your level after following your plan. Use your Professional Vision and Professional Growth Plan to guide your response.
 - How does your growth in the standard impact students (make a whole student connection)?
 - Identify your next steps for continued growth and leadership in the standard.
- **Passing:** Responses clearly and completely answer all aspects of each question and include personal examples and supporting evidence that clearly illustrate intentional use of the standard and the Whole Student Model. Writing is organized and easy to understand. ESP supports claims with specific examples of next steps taken from personal or work-related experiences.



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