

*Great Public Schools for Every Student*

## Education Support Professionals: Technology Standard

The Education Support Professional (ESP) uses electronic devices to problem-solve and complete work-related duties.

### Key Method

A five-step inquiry learning cycle will help you demonstrate technology use that connects to your students and their communities. It is through self-assessment, analysis, and reflection that you can learn about yourself as a professional: one who uses technology positively to influence others and plans for evidence-based growth in the Technology Standard of the *ESP Professional Growth Continuum*.

### Method Components

Many professions have guiding principles that provide a blueprint for professional technology knowledge and use, respect for policies and procedures, and work-related problem-solving. Whether or not you realize it, you make daily decisions that affect the well-being of students and staff, as well as the culture and mission of public education. Others entrust you to use technology to elevate your work and to ensure 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 roadmap to the Technology Standard.

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

- Identify key indicators and descriptors of technology use around technology knowledge and use, respect for policies and procedures, and work-related problem-solving
- Consider how technology use supports the whole student
- Determine your own level of technology use by studying the standard closely to uncover specific knowledge, skills, and dispositions and how they change from one level to the next
- Identify areas for growth in technology that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Technology Standard

### 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 use of technology.

### **The Inquiry Learning Cycle (Your Learning Journey)**

Graphic of an Inquiry-Based Learning Cycle:



### **Know The Technology Standard**

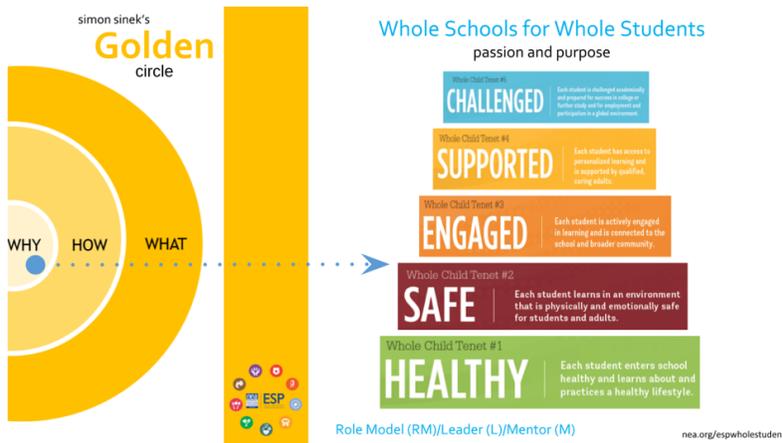
- The indicators and descriptors of the standard detail what you should know and be able to do regarding technology in your career family role.
- Study the standard (see the *Professional Growth Planning Tool* or PGC Self-Assessment in Resources). Own the knowledge, skills, and dispositions that characterize your cultural competence, 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 technology 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 Technology Standard.
- You also need to understand why you do what you do and what the needs are behind the decisions you make.

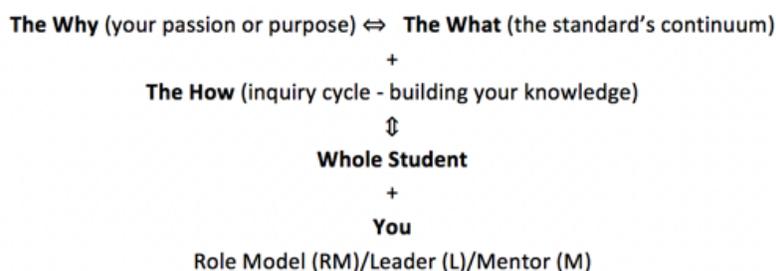
### **Set a Growth Goal**

- Setting goals that are rooted in the details of the Technology Standard will guide you to maximize your potential to help the whole student
- Comparing what you know about technology 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.



See the link for more detail:

<https://docs.google.com/presentation/d/1oUQX2OIOP0eElqt1pfUKA3Qxp2zSolWIKzgOS1dei48/edit?usp=sharing>



## Follow Your Technology Growth Plan

Designing and implementing a technology 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 Technology 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., Hyler, 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/WSUIimages/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\\_ehCjX6iybLY3zeX7torIm00gKJevw/edit?usp=sharing](https://docs.google.com/document/d/1nYaaOCHtiQiy8_ehCjX6iybLY3zeX7torIm00gKJevw/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=IPYeCltXpxw>

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/1M7X0kflJHOzVq\\_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing](https://docs.google.com/presentation/d/1M7X0kflJHOzVq_PhG0BM0Ja2VEwdGTKk6thGB9kqxm8/edit?usp=sharing)

Using Google Forms

<https://sites.google.com/a/bvsd.org/google-for-bvsd-educators/google-forms>

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

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.*

### 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

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.* You will need to use the Inquiry Learning Cycle and the PGC - Professional Growth Planning Tool **or** PGC Self-Assessment (both in the Resources section) to complete the evidence listed below.

### Artifact 1: Professional Vision

(250-350 words)

Using specific details from both the Whole Student Model and the Technology Standard (see Resources) create a professional vision statement that makes a case for pursuing growth in this standard. Make sure your statement includes all of the following:

- Why you do the work of an ESP
- Why you want to grow in *this* standard and what specifically is in the standard that ignites passion for your work (see indicators – knowledge, skills, and dispositions)
- How the inquiry learning cycle will support meeting your goals

### Artifact 2: Professional Growth Plan

Create and execute a professional growth plan template (you may use one of the two templates in Resources or create your own) that helps you learn about yourself and the standard. Include each of the following steps:

- Analyze and dissect the Technology Standard
- Identify your level of practice in the standard as you start your growth plan
- Establish growth goals
  - Identify growth goals (aligned to the indicators)
  - Identify any professional role aspirations: Role Model (RM), Mentor (M), or Leader (L)
- Describe how your growth action steps contribute to the learning environment

### Artifact 3: Documentation of Technology Use

Provide one piece of documentation (review the descriptors for your career family to identify possible examples) from your daily work that demonstrates technology knowledge and use, respect for policies and procedures, and/or work-related problem-solving in support of a safe, productive, and positive learning environment for students, staff, and/or community.

null

Proficient

Basic

Developing

null	Proficient	Basic	Developing
Artifact 1: Professional Vision Statement	<p data-bbox="375 174 797 514">Clearly defines a professional vision around the Whole Student Model and the Technology Standard that includes why growth in technology is desired</p> <p data-bbox="375 535 797 808">Includes specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="375 829 797 1003">Explains how the inquiry cycle will guide professional growth</p>	<p data-bbox="797 174 1138 514">Generally defines a professional vision around the Whole Student Model and the Technology Standard but is unclear on why growth in technology is desired</p> <p data-bbox="797 535 1138 808">Lacks specific details demonstrating understanding of the "what" (the standard's indicators and descriptors)</p> <p data-bbox="797 829 1138 1003">Is unclear about how the inquiry cycle will guide professional growth</p>	<p data-bbox="1138 174 1401 514">Does not define a professional vision around the Whole Student Model and the Technology Standard nor explain why growth in technology is desired</p> <p data-bbox="1138 535 1401 808">No specific details demonstrating understanding of the "what" (the standard's indicators and descriptors) are included</p> <p data-bbox="1138 829 1401 1003">Does not address how the inquiry cycle will guide professional growth</p>

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 Technology Standard	Designed and partially executed a professional growth plan with 1-2 growth goals vaguely rooted in the indicators and descriptors of the Technology Standard	Did not design or execute a professional growth plan with growth goals rooted in the indicators or descriptors of the Technology 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
	Documentation clearly demonstrates technology knowledge and skills as defined by the standard	Documentation demonstrates some technology knowledge and skills as defined by the standard	Documentation does not demonstrate technology knowledge and skills as defined by the standard
	Clear evidence of examining one's own cultural context, understanding of the cultural contexts of others, and interaction across cultural contexts with sensitivity to differences	Partial evidence of examining one's own cultural context, understanding of the cultural contexts of others, and/or interaction across cultural contexts with sensitivity to differences	No evidence of examining one's own cultural context, understanding of the cultural contexts of others, or interaction across cultural contexts with sensitivity to differences
	Clear evidence of decision-making that supports technology use of students, staff, and/or community	Some evidence of decision-making that supports technology use of students, staff, and/or community	No evidence of decision-making that supports technology use of 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 Technology 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?
  - 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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