NEA New Hampshire

Shaping the Future, One Student at a Time

NEA Micro-Credentials: Armchair In-Service at It's Finest

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NEA- New Hampshire

NEA-New Hampshire Educate and Elevate Campaign

May 27,2020

3:00 – 4:30

ESP Professional Growth Continuum

RM, M, L

FOUNDATIONAL

ESP Universal Standards

Professionalism

I Am an ESP

Communication

Technology

Cultural
Competence

Health & Safety

Organization

PROFICIENT

Ethics

Reporting

ADVANCED/MASTERY

RM, M, L

RM, M, L

PATHWAY OPPORTUNITIES
RM - Role Model
M - Mentor
L - Leader

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P.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
Follow procedures for collecting, managing, and maintaining information needed for job duties.	Maintain ready access to information and equipment necessary for job duties, including notifications and updates.	Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion. [L]
o organize necessary materials, including lesson plans, to perform the task or activity	o respond to email notifications	o use calendar and apps to track student tasks or due date of needed support materials
o record student information	o give feedback to teacher/designee in agreed format (written or verbal)	Analyze practices, procedures and systems for organization, efficiency, effectiveness—and suggest or implement improvements. [L]
Manage work duties effectively within time allotted/allocated.	o keep records related to student information	o develop better ways to use and store student support materials
o seek clarification when unsure of expected time line	o know school policies and procedures	o develop better ways to engage students in practice activities
o seek additional tasks to stay effectively engaged when workflow allows (e.g., copy materials for substitute folder; laminate materials for student learning activities; set up learning centers, etc.)	**Model efficient and effective workload management.** [RM]	Manage or lead complex, multifaceted projects related to job duties. [L]
o flexibility/adaptability if lessons finish early to engage students with additional practice activities or learning games	o step into an activity or task, as needed, to assist teacher/designee	o collaborate on design of professional learning for other ESP
Follow directions and recommended operating procedures for job-related equipment.	o prepare necessary instructional materials	o participate on governance Boards, instructional teams or other improvement teams
o resupply printers and copiers with paper, as needed	o know classroom/programs, and when to engage students and when to do other supporting tasks	Mentor/coach others in developing or maintaining organization skills related to job duties. [M]
o charge electronic devices regularly to be ready for student use	o estimate time a task will take	o know classroom organization and expectations
o maintain clear and clean work area (e.g., clean up spills after class snack)	**Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.**	o use efficient work task procedures
	o school accreditation reports	o coordinate on-the-job training
	o grant applications or summary reports	
	Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.	
	o update apps on electronic devices for student use	
	o change images on message board with new vocabulary	

NEA ESP Professional Growth Continuum
Self-Assessment Guide

This template and guide is designed to help Education Support Professionals identify their individual professional growth needs while setting goals to reach mastery using the NEA ESP Professional Growth Continuum (PGC).

To utilize this self-assessment guide successfully it is important to first identify **where you want to go on your professional growth journey** and to know **why this growth is important to you.** We recommend you consider reflecting on these two factors and journaling your answers before continuing this assessment. As you begin Step 1 of this process, be prepared to record your *why statement* to use as your guiding principle for professional growth.

This guide works best when you schedule time into your workday to pursue experiences that will promote professional growth. This will provide documentation for you and evidence to others of your level of commitment to growth without adding additional time to your day and as an alternative to assigned professional development opportunities that may be offered from your employer. Make personal contact with other members of your local or state association that can support you and your efforts. Consider doing this together with a colleague. As you begin to use this tool, seek growth in one or two areas at a time; the ESP Universal Standards were not intended to be addressed all at once. Once you demonstrate all of the Indicators in a specific Level of Practice, within an identified Universal Standard, move on to the next Level of Practice or to a different Universal Standard.

MEMBER INFORMATION

Name: _____   Email: _____

State Affiliate: _____   Local Affiliate: _____

Contact Number: _____   Date: _____

ESP CAREER FAMILY

☐ Clerical Services   ☐ Custodial and Maintenance Services   ☐ Food Services

☐ Paraeducators   ☐ Health and Student Services   ☐ Security Services

☐ Skilled Trades   ☐ Transportation Services   ☐ Technical Services

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LEVEL OF CURRENT EDUCATION WORK SITE

☐ Pre-K or Elementary   ☐ Middle or Junior High School   ☐ High School

☐ Post-Secondary/Higher Education   ☐ Central Office/Districtwide

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Step 1: Conduct an Initial Self-Assessment

Goal: To familiarize yourself with the ESP PGC Universal Standards, self-assess where you believe you are on the Level of Practice, identify evidence that supports your assessment, and determine future growth goals.

Through personal assessment, identify one area of professional growth you would like to concentrate on based on the ESP PGC Universal Standards below.

Note: To review a detailed outline of ESP Universal Standards for your career family visit www.nea.org/esppgc.

WHY STATEMENT:

ESP UNIVERSAL STANDARD

☐ Communication ☐ Cultural Competence ☐ Organization

☐ Reporting ☐ Ethics ☐ Health and Safety

☐ Technology ☐ Professionalism

SELECT YOUR LEVEL OF PRACTICE IN THIS AREA (*select one*)
Review the Indicators for each level of practice for your selected standard. Check the box that you feel best matches your **current** level of practice.

☐ Foundational ☐ Proficient ☐ Advanced/Mastery

Explain what factors you considered when identifying your current Level of Practice against the indicators.

_____

_____

_____

_____

_____

_____

Step 2: Establishing Your Growth Goal and Build a Plan

Goal: Determine your individual growth goal through self-assessment and build a plan to accomplish the desired growth.

Using your selected Universal Standard as your guide, develop and explain your growth goal. Before taking any action steps, think through why this is important to you and what will help you reach your goal. This will help ensure your actions are aligned with your goals.

Consider the following guiding questions as you begin to establish your growth goal.

- Which Universal Standard will you target for development?
- Why is this area of growth (standard) meaningful?
- Where do you **currently** fall along the Level of Practice (e.g. Foundational, Proficient, or Advanced/Mastery)?
- What Level of Practice are you working toward?
- How does the identified area of growth align with your values? How might you use your growth to serve as a role model, mentor, or leader in your career and association?
- How will your growth impact the needs of students, colleagues, your school/district, worksite or campus, and your community?

What is your professional growth goal? Be sure to specify the area of focus (i.e. the standard) and identify Indicators you need to demonstrate to complete your next Level of Practice successfully. (If you have selected Advanced/Mastery Level of Practice, identify Indicators you will demonstrate to confirm you have successfully completed this level.)

_____

_____

_____

_____

What knowledge or skills are needed to move from your current Level of Practice? Scan for resources available at the local, state, and/or national level to help build your knowledge and skills. List these resources and the time needed to demonstrate progression and/or completion of the next Level of Practice.

_____

_____

_____

_____

What other supports should you secure to be successful? (*Ex. What type of support or training will you need from your association?*)

_____

_____

_____

_____

Step 3: Working Toward Your Growth Goal

Goal: Review progress toword your professional growth goal. If necessary, make adjustments.

It is likely that your professional growth journey will bring challenges and opportunities, causing you to modify your plans. Using the PGC as a guide, keep track of how you are working toward your identified professional growth area(s). This reflection will not only clarify the growth you are making for your own needs, but it will also help you articulate your learning to others.

What professional learning are you engaged in currently locally, statewide and/or nationally? Is it independent learning or are you working with colleagues? Are you gaining the needed knowledge and skills to meet your growth goal?

_____

_____

_____

_____

_____

Do you need different or additional resources to help you work towards your goal? Think again of resources currently available to you locally, statewide and nationally.

_____

_____

_____

_____

_____

6.

Describe 1-2 milestone(s) that will indicate you are making progress toward each identified professional growth area.

_____

_____

_____

_____

_____

_____

Step 4: Conduct a Post Self-Assessment

Goal: Develop the habit of reflection to measure impact and growth and determine future actions.

Reflect, Recognize, and Redirect

The post self-assessment is a reflection **by you, for you.** This is your opportunity to articulate how your self-directed learning and growth have impacted you as a professional. After completing the activities listed in your plan, complete the self-assessment again to determine your level of growth. Take the time to celebrate milestones, be prepared to measure growth and look for opportunities to strength your professional skills.

As you reach milestones, consider using the chart below to measure and set new goals.

Universal Standard:	
New Level of Practice:	
In the rows below, list each new indicator for the new Level of Practice you have reached.	**Use the following prompts to reflect on each new indicator for your new Level of Practice:** - What evidence supports that you have moved to this level? - What have you noticed about yourself? - What have you noticed about your influence on others? - What do you want to keep doing? - What might you want to do next? - How might you use this new skill to enhance your leadership in your career and/or association?

1.	
2.	
3.	
4.	
5.	

*The ESP Professional Growth Continuum defines eight Universal Standards of professionalism that apply to all Education Support Professionals. Professional growth is essential to leadership growth in your profession. To further strengthen your leadership skills, visit www.nea.org/leadershipdevelopment to learn about NEA's Leadership Competencies.

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Micro-Credential Requirements Library

Here you will find a library of all the micro-credential documents. These are downloadable documents that contain the requirements, guides, and scoring tables for each micro-credential.

Arts Integration

Arts Integration in Literacy
Arts Integration in Mathematics
Arts Integration in Science
Arts Integration in Social Studies
Classroom Management for Creative Learning
Culturally Responsive Art Instruction
Formative and Summative Assessment using Arts Integration
Partnerships and Community Engagement to Integrate Art

Building Winning Teams: Effective Paraeducator-Teacher Teams

Defining and Delineating Roles and Responsibilities for Team Success
Understanding and Applying Communication Styles for Team Success
Understanding and Applying Conflict Management Styles for Team Success
Understanding and Applying Conflict Resolution Strategies for Team Success
Understanding and Applying the 7-Step Problem Solving Process for Team Success
Understanding and Applying the Characteristics of Effective Teams for Success
Understanding and Applying the Five "Knows" of Collaborative Teaming for Success

Bully Free

Creating Bully-Free Environments within Structured Settings
Cyberbullying/Cyber Safety
Education Support Professionals: First Responders
Empowering Students To Find Their Voices
Federal, State, and Local Policy Related to Bully
Intervention Strategies for Educators
School Connectedness

Bully Free - Archived Versions

Federal, State, and Local Policy Related to Bully
Intervention Strategies for Educators
School Connectedness
Structured Spaces

Computer Science

Foundations of Computer Science
Computing Systems
Data and Analysis
Network and the Internet
Programming and Computational Thinking for Beginners
Applied Programming

Cooperating Teacher

Equity Literacy
Andragogy Adult Learning
Listening and Non-Verbal Communication
Managing Difficult Conversations
Positive Professional Relationships
Post-Observation Feedback
Teaching About Teaching

Education Support Professionals: Professional Growth Continuum

Communication Standard

Cultural Competence Standard
Ethics Standard
Health and Safety Standard
Organization Standard
Professionalism Standard
Reporting Standard
Technology Standard

10.

English Language Learners

Advocating for ELL students and their families at the school level
Advocating for English Language Learners (ELL) Friendly Local, State, and Federal Policies
Analyzing Assessments to Support ELL Learning
Understanding Academic Language
Understanding Second Language Acquisition (SLA) Stages
Using ELL Strategies in the Classroom
Using Formative Assessments to Support ELL Learning
Using Standards to Plan for ELL Students

Five Core Propositions (NBCT)

Know Your Students
Knowing Your Content & How to Teach It to Students
Managing & Monitoring Student Learning
Teachers are Members of Learning Communities
Thinking Systematically About Your Practice

Restorative Practices

1. Exploring Restorative Practices
2. Building A Positive Classroom Community with Affective Language
3. Restorative Circles: Building Relationships in the Classroom
4. Restorative Conferencing
5. Implementing Restorative Practices

Teacher Leadership Institute

Overarching Competencies

Adult Learning
Communication
Continuing Education and Learning
Group Processes
Interpersonal Effectiveness
Personal Effectiveness
Reflective Practice
Technology Facility

Diversity Equity Cultural Competence Pathway

Challenging Inequity
Cultivating Socially Just Environments
Purposeful Collaboration

Association Pathway

Building Capacity in Others
Leading Vision
Leading with Skill
Learning Community and Workplace Culture
Organizing and Advocacy

Instructional Pathway

Coaching and Mentoring
Community Awareness, Engagement, and Advocacy
Facilitating Collaborative Relationships

Policy Pathway

Policy Advocacy
Policy Engagement and Relationships
Policy Implementation
Policy Making

Assessment Literacy

Classroom Embedded Performance Assessment
Descriptive Feedback for Student Learning
Eliciting Accurate Evidence of Student Learning
Formative Assessment in the Teaching and Learning Cycle
Foundational Principles of Quality Assessment
Learning Targets to Establish Success Criteria and Engage Students

Classroom Management

Addressing Challenging Behaviors
Aspects of an Engaged Classroom
Classroom Expectations and Routines
Creating A Classroom Community
Organizing the Physical Layout of the Classroom
Trauma-Informed Pedagogy

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Classroom Management - Archived Versions

Addressing Challenging Behaviors
Aspects of an Engaged Classroom
Classroom Expectations and Routines
Creating A Classroom Community
Organizing the Physical Layout of the Classroom

Classroom Practice (InTasc)

Collaboration Between Colleagues
Communicating with Stakeholders
Continuous Learning
Cooperative Learning
Engaging Classroom Discourse
Evaluating Digital Sources
Fostering a Growth Mindset
Interdisciplinary Themes to Enhance Student Learning
Linking Families and Communities to Schools for Student Success
Promote Ownership of Learning
Reflective Practice to Improve Personal Effectiveness in the Classroom
Setting Objectives and Providing Feedback
Teaching Global Competence
Teaching Note Taking and Summarizing Skills
Technology Integration 101
Using an Inquiry Based Learning Cycle
Using Student Evaluations to Improve Instruction and Student Learning
Utilizing Practice Activities with Content Areas

Community Schools Improvement Science

1. Mapping Campus and Community Assets
2. Planning for Needs Asset Assessment
3. Executing a Needs Asset Assessment
4. Using Diagrams and Charts to Analyze Data
5. Creating a Findings Report
6. Using Fishbone Diagrams to Represent Data
7. Using Driver Diagrams to Map Drivers
8. Using PDSA Cycles to Test Solutions to Problems

Elevating the Profession Through Educator Ethics

Educator Ethics and the Law
Responsibility for Professional Competence
Responsibility to Students
Responsibility to the Profession
Responsibility to the School Community
Responsible and Ethical Use of Technology
Setting and Maintaining Ethical Boundaries
Understanding Educator Ethics

Every Student Succeeds Act

Advocating with ESSA
Building Awareness- Non-Academic Indicators
Getting Involved
Using Data for Change
Working Together for Student Success

Exceptional Learner

1. IEP Implementation-Communication and Collaboration
2. Understanding the IEP Process
3. Functional Behavior Assessment and Intervention Plans
4. IDEA- Determining Eligibility
5. Working with Students with Autism Spectrum Disorder
6. Introduction to Universal Design and Learning

Leadership Organizing

Organizing and Developing a Leadership Team
Organizing Best Practices: Story of Self
Organizing: Building a Meaningful Partnership (Previous Version)
Organizing: Identifying Leaders through One-on-Ones
Organizing: Using Data to Identify Problems and Issues
Organizing: Using Worksite Mapping to Identify Leaders

Supporting LGBTQ Students

Advocating for LGBTQ- Inclusive Policy
Advocating for LGBTQ- Inclusive Workplaces
Creating Safe Spaces Inclusive of Lesbian, Gay, Bisexual, Transgender, and Questioning/Queer Students
Developing LGBTQ Anti-Bias Curriculum
Examining the Intersections of Race, Gender, and Sexual Orientation
Utilizing Proper Terminology to Talk About LGBTQ Topics

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Technology Integration

Technology Integration: Analyst
Technology Integration: Citizen
Technology Integration: Collaborator
Technology Integration: Designer
Technology Integration: Facilitator
Technology Integration: Leader
Technology Integration: Learner

Technology for Instructional Coaches

Building Relationships Online
Connected Educator- Growing Your Professional Network
Curating Content
Facilitating A Virtual PLC
Introduction to Online Netiquette
Providing Asynchronous Feedback to Learners
Troubleshooting and Providing IT Support to Educators
Virtual Engagement Strategies for Asynchronous Learning
Virtual Engagement Strategies for Synchronous Learning

Using your Voice to Advocate for Student Success

Activating Community Resources to Support Student Learning
Advocating for School Funding
Aligning Your School Mission
Creating Professional Learning to Support Educators Advocating for Student Success
Engaging Your Community to Advocate for Public Schools
Establishing, Maintaining, and Supporting Relationships with Parents and Community
Organizing Your Work Site/Local
Using Technology to Engage Stakeholders
Using the Power of Educator Voice

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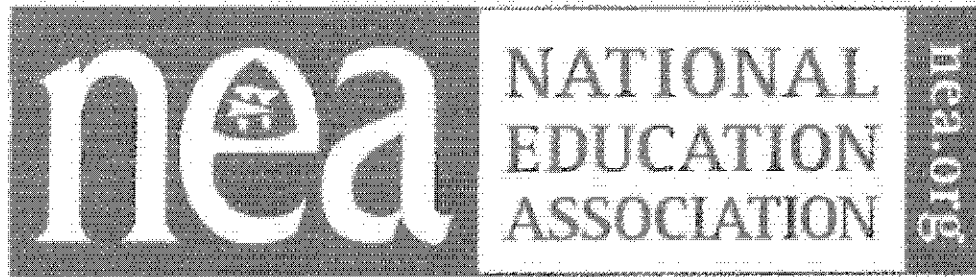
Education Support Professionals Organization Standard

The Education Support Professional (ESP) prioritizes, plans, and executes tasks efficiently and effectively

Key Method

A five-step inquiry learning cycle will help you demonstrate organization 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 works in an organized manner, positively influences others, and plans for evidence-based growth in the Organization Standard of the *ESP Professional Growth Continuum*.

Method Components

Many professions have guiding principles that provide a blueprint for organized professional knowledge and practice, workload management, and decision-making. 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 with completing work in a timely and fiscally responsible manner 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 road map to the Organization Standard

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

- Consider how organization supports the whole student
- Determine your own level of organization 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 organization that will benefit you professionally, others, and your career family
- Generate and execute a plan to grow in the Organization 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 organization practices.

The Inquiry Learning Cycle (Your Learning Journey)

Graphic of an Inquiry-Based Learning Cycle
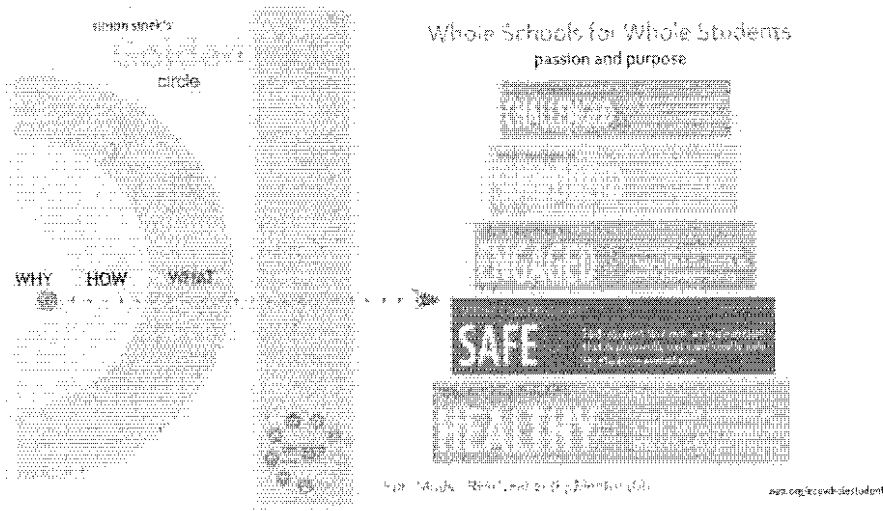
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Know the Organization Standard

- The indicators and descriptors of the standard detail what you should know and be able to do regarding organization 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 use of organization, 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 organization 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 Organization Standard.
- You also need to understand why you do what you do and what the needs are behind the decisions you make
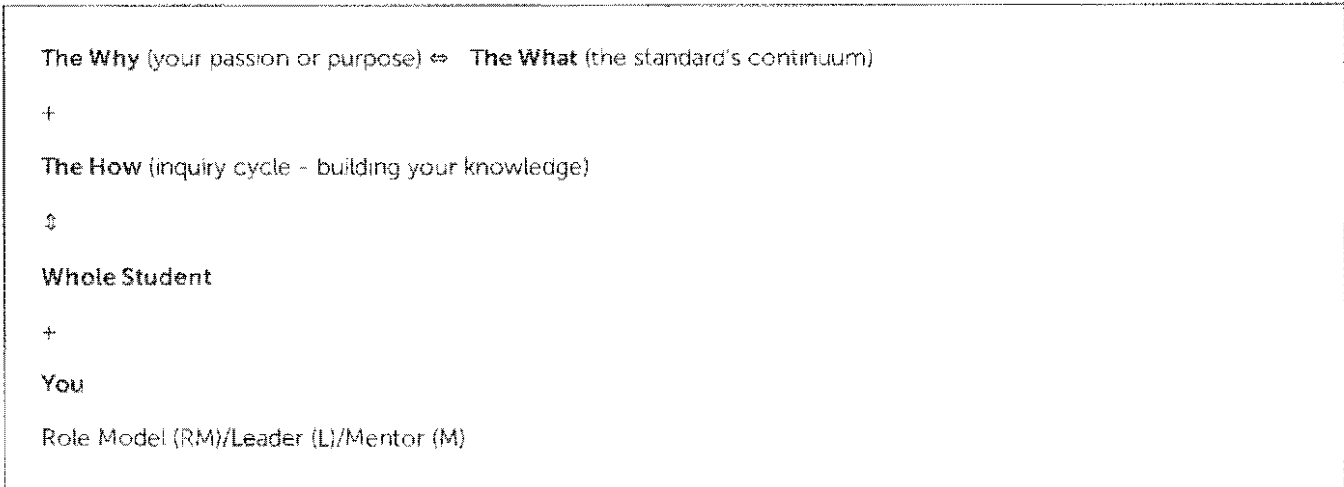
Set a Growth Goal

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

Whole Schools for Whole Students
passion and purpose

See the link for more detail:

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 Organization Growth Plan

- Designing and implementing an organization 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 Organization 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/WSUimages/leadership/docs/sg/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/wscc-a-collaborative-approach.pdf

Resources

Education Support Professionals: Professional Growth Continuum (PGC)

http://www.nea.org/g/esppgc

PGC - Professional Growth Planning Tool

https://docs.google.com/document/d/1nYaaOCHtiQiyB_ehCjX6iybIY3zeX7torlm00gKJeww/edit?usp=sharing

Professional Growth Continuum (PGC) Self-Assessment

http://www.nea.org/assets/docs/NEA%20ESP%20PGC%20Assessment%20Guide.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=1vtF88TkTo

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/assets/docs/150306-ESP_DIGIBOOK.pdf

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

https://docs.google.com/presentation/d/1M7X0kflJHOzvq_PhG0BM0Ja2VEwdGTKk6thG89kqxm8/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

To earn the micro-credential, you must answer the questions with 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 Statement

(250-350 words)

Using specific details from both the Whole Student Model and the Organization 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 Organization 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 Organization

Provide documentation (review the descriptors for your career family to identify possible examples) from your daily work that demonstrate organized professional knowledge and practice, workload management, and/or decision-making in support of a safe, productive, and positive learning environment for students, staff, and/or community.

Artifact 1: Professional Vision Statement	Clearly defines a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed	Generally defines a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed	Does not define a professional vision that includes the whole student, the Organization Standard, and why growth in organization is needed
	Includes specific details demonstrating	Lacks specific details demonstrating	No specific details demonstrating

	understanding of the "what" (the standard's indicators and descriptors) Explains how the inquiry cycle will guide professional growth	understanding of the "what" (the standard's indicators and descriptors) Is unclear about how the inquiry cycle will guide professional growth	understanding of the "what" (the standard's indicators and descriptors) are included Does not address how the inquiry cycle will guide professional growth
Artifact 2 Professional Growth Plan	Designed and fully executed a professional growth plan with 2-3 goals clearly rooted in the indicators and descriptors of the Organization Standard Clearly indicates 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 Action steps are specific and there is evidence of their execution Reflection clearly addresses each goal	Designed and partially executed a professional growth plan with 1-2 goals vaguely rooted in the indicators and descriptors of the Organization Standard Implies role aspirations: Role Model (RM), Mentor (M), or Leader (L) Starting and/or ending levels of practice are generally identified but there is a lack of specific detail from daily work Action steps are too broad and there is little evidence of their execution Reflection is lacking detail and/or does not address each goal	Did not design or execute a professional growth plan with goals rooted in the indicators or descriptors of the Organization Standard Does not indicate role aspirations: Role Model (RM), Mentor (M), or Leader (L) Starting and/or ending levels of practice are not identified and/or there are no specific details from daily work Action steps are not evident and there is little or no evidence of their execution Reflection is absent and/or lacks goal detail
Artifact 3: Documentation from Daily Work	Documentation clearly captures daily work demonstrating organization knowledge and skills as defined by the standard Clear evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment Clear evidence of prioritized decision-making that supports	Documentation captures daily work demonstrating some organization knowledge and skills as defined by the standard Incomplete evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment Some evidence of prioritized decision-making that supports	Documentation does not capture daily work demonstrating organization knowledge and skill as defined by the standard No evidence of prioritizing, planning, and executing tasks efficiently and effectively in support of a safe, productive, and positive learning environment No evidence of prioritized decision-making that supports

| efficient systems serving students, staff, and/or community	efficient systems serving students, staff, and/or community	efficient systems serving 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 reviewer

- Reflect on your growth in the Organization 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 impacts students?
- Identify your next steps for continued growth and leadership in the standard

- **Passing**: 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.
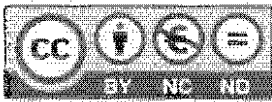
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To register for the workshops below or to learn more about NEA-New Hampshire's Educate and Elevate campaign, visit https://neanh.org/nea-nh-educate-elevate-campaign/

USING THE CONNECT PROGRAM:SUICIDE PREVENTION

Presenter: Ann Duckless, National Alliance on Mental Illness, New Hampshire

June 3, 3:00-5:15 PM (2-hour session fulfills state requirement for suicide prevention training)

YOU ARE POWERFUL!

Presenters: Nicole Argraves, Lorri Hayes, Michelle McCord, NEA-NH Uniserv Directors

JUNE 10, 3:00 – 4:30 PM

WAGE THEFT: WHAT IT IS AND HOW TO PREVENT IT

Presenter: Peter Miller, NEA-NH UniServ Director

JUNE 17, 3:00 – 4:30 PM

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