PROFESSIONAL STANDARDS

of the

MARYLAND ASSOCIATION OF PUPIL PERSONNEL

(May 1999)

STANDARDS OF PROFESSIONAL COMPETENCE AND PRACTICE

Certified Pupil Personnel Workers possesses knowledge and understanding that are basic to the profession and to the process of education.

STANDARD 1:

Certified Pupil Personnel Workers assist students by:

- Identifying individual children and target populations in need of services;
- Determining the many factors (in school, at home, and in the community) that interfere with a child's adjustment to and performance in school;
- Developing and implementing a plan of intervention to mitigate the factors that interfere with the child's adjustment;
- Coordinating efforts to execute needed transitions for students going to and returning from residential facilities
- Demonstrating knowledge of cultural, racial and ethnic diversity; and
- Ensuring due process rights for all students.

STANDARD 2:

Certified Pupil Personnel Workers provide services to families through a collaborative approach by:

- Coordinating the delivery of services to students and families within their schools through an inter/intra agency approach;

- Facilitating the implementation of strategic delivery plans, which are developed with clear goals, time lines, and ongoing monitoring of expected outcomes;

- Organizing the delivery of services, so that students and families receive assistance in a timely manner;

- Assessing the need for services for students and families through review of records, observation, home visits, parent conferences and social history; and

- Identifying and breaking down barriers (e.g. physical, social, emotional, financial) which prevent children from succeeding in school.

STANDARD 3:

Certified Pupil Personnel Workers advocate for families by:

- Providing strategies to empower them to effectively access community resources;

- Keeping families informed about rules, regulations, policies and procedures to enable them to access services for their children;

- Assisting them to understand and negotiate their way through complex service delivery systems;

- Using strategies of conflict resolution and mediation by establishing collaborative relationships between school and home; and

- Maintaining confidentiality of information and informing families of the limitations and requirements of confidentiality.

STANDARD 4:

Certified Pupil Personnel Workers develop comprehensive programs that support the vision and mission of the local school system by:

- Taking a proactive role in reform initiatives resulting in educational opportunities for all children;

- Assisting in collecting data (quantitative and qualitative) to demonstrate program accountability to the populations served;

- Including research based goals and measurable outcomes to determine the effectiveness of services and programs;

- Demonstrating accountability through monthly and annual statistical reports and evaluations;

- Reforming and restructuring job responsibilities in order to respond to emerging educational trends that stress prevention, early intervention, school readiness, parent education, and service integration for children from birth through secondary education; and

- Evaluating pupil personnel programs on an ongoing basis to improve the setting of objectives related to children's programs, the identification of appropriate tasks to be performed to meet those objectives, and the measuring of outcomes of the services.

STANDARD 5:

Certified Pupil Personnel Workers participate on interdisciplinary teams such as:

- Coordinated Pupil Services Teams, mandated by the ByLaw;

- Individual Education Program Teams, Central IEP Teams,, Multi-Disciplinary Teams, Student Assistance Teams, and School Improvement Teams; and

- Crisis Intervention Teams working with students, families, school staff, and community agencies in resolving crisis situations.

STANDARD 6:

Certified Pupil Personnel Workers provide consultation to administrators, other educators, other professionals and the community by:

- Assuming a leadership role in presenting positive alternatives in team meetings and conferences regarding serious disciplinary incidents:

- Interpreting the Code of Discipline in order to maintain a safe and orderly school:

- Providing input regarding county policies, procedures, and state and federal laws and regulations;

- Maintaining objectivity in matters of discipline; i.e., suspension, extended suspension and expulsion;

- Seeking alternative education placements or specialized programs as needed; and

- Serving on crisis teams in severe emergency situations under high levels of stress and in situations of conflict.

STANDARD 7:

Certified Pupil Personnel Workers are involved in training programs in the schools and in the local communities by:

- Training local student services (LSS) staff in Board of Education Policies and Procedures;

- Collaborating with Pupils Services staff providing mandated abuse and neglect training;

- Providing inservice training and staff development for a variety of topics, i.e., Communication Skills, Conflict Management, Crisis Intervention, and Social Skills;

- Assisting and training staff in "best practices: in the event of an emergency through Crisis Interventions Teams; and

- Conducting Parent Education Courses in order to provide support to parents individually and in groups.

STANDARDS OF

PROFESSIONAL PREPARATION AND DEVELOPMENT

Certified Pupil Personnel Workers continue to develop the professional skills necessary to provide appropriate services to clients, to the community and to the local school system.

STANDARD 8:

Certified Pupil Personnel Workers possess the personal and professional skills required which include, but are not limited to:

- Presenting positive public image;
- Demonstrating effective oral and written communication through clear, precise and objective presentation;
- Observing and assessing the needs of children and families;
- Having knowledge of, and making effective use of, a variety of behavioral assessments and intervention strategies;
- Completing required reports in a timely and accurate manner;
- Developing appropriate educational models (e.g. attendance, truancy, violence prevention);
- Demonstrating effective leadership on interdisciplinary teams;
- Providing effective consultation with students, families and other agencies;
- Making appropriate referrals for resources in and out of the school system; providing case management services;
- Coordinating the services and programs of the school system with other agencies;
- Providing in-service training;
- Developing and influencing school policy;
- Advocating for the needs of all children;
- Maintaining a schedule that reflects “best practices” of time management; and
- Intervening through counseling with students and others.

STANDARD 9:

Certified Pupil Personnel Workers assume responsibility for their continued professional development. Professional responsibilities include, but are not limited to:

- Developing skills consistent with the responsibilities of their respective assignments;
- Developing, using and evaluating goals and/or innovative approaches to improve performance;
- Participating in and providing leadership in MAPP and/or IAPPW and other professional organizations;
- Contributing to and participating in staff development activities and professional conferences;
- Presenting new program models at professional conferences (local, state, and national levels);
- Publishing articles in professional publications;
- Mentoring, educating and training new staff; and
- Contributing to, and being knowledgeable of current research.

STANDARDS OF PROFESSIONAL ADMINISTRATIVE SUPPORT AND STRUCTURE

Certified Pupil Personnel Workers' mission is to support the goals of the local school system. To achieve this, local school systems must provide adequate structure, support and resources.

STANDARD 10:

Certified Pupil Personnel Workers are accountable for assisting students and schools to achieve required goals. Pupil Personnel Workers need local school systems to provide the following support and commitment to student support services by:

- Establishing and implementing a maximum Pupil Personnel Worker/student population ratio of 1:2,000 as well as taking into consideration the

characteristics of the student population served; i.e., total school and the degree of special education, poverty, and/or cultural diversity;

- Providing adequate and appropriate working conditions;
- Providing a realistic job description;
- Tailoring goals and objectives to the mission of the local education agency;
- Providing opportunities for the Pupil Personnel Worker to engage in continuing professional development;
- Employing the Pupil Personnel Worker with the highest level of qualifications as defined by COMAR 13A.12.03.06 (see glossary); and
- Providing for Pupil Personnel Workers' positions and salaries at a level appropriate to their education, experience, and responsibilities.

STANDARD OF PROFESSIONAL ETHICS

Certified Pupil Personnel Workers' professional behavior conforms to the Code of Ethics. This Code of Ethics embodies certain standards of behavior for Pupil Personnel Workers in their professional relationship with those they serve.

STANDARD 11:

Certified Pupil Personnel Workers accept the responsibility to practice the profession according to the highest ethical standards by:

- Fulfilling professional responsibilities with honesty and integrity;
- Emphasizing the well-being of students as the fundamental value of all decision-making and actions;
- Supporting and protecting the civil and human rights of all individuals;
- Respecting the privacy of the people served;

- Using, in a responsible manner, information gained in professional relationship;

- Working toward the prevention and elimination of discrimination in rendering services (age, color, creed, disability, ethnicity, gender, race, religion, and sexual orientation);

- Being responsible for the quality and extent of service performed; and

- Accepting each individual as unique with the right to be different.

GLOSSARY OF TERMS

Case Management: Organizing, coordinating, and sustaining activities designed to optimize the functioning of children and/or families.

Certified Pupil Personnel Worker: A pupil personnel worker meeting the requirements for certification **as defined by the Maryland State Department of Education and the Maryland Association of Pupil Personnel**:

- A master's degree in pupil personnel or related fields, such as:
    - Counseling or guidance services, or both
    - Early childhood, elementary or secondary education
    - Human growth and development
    - Sociology, social work or psychology
    - Special education
    - Administration and supervision; and

- In addition to or as part of A of this regulation, an additional 21 hours of graduate credit or State approved Continuing education units selected from at least seven of the following eight areas:

- School law (required)
- Counseling methods
- Early childhood or adolescent psychology, or both
- Multi-cultural issues
- Family systems/dynamics
- Delivery of coordinated student support services and programs
- Abnormal psychology or juvenile delinquency, or both
- Educational assessment interpretation; and

- Three years of satisfactory teaching experience, or at the recommendation of a local superintendent of schools, two years of related experience may be substituted for two years of teaching experience; and

- Three semester hours of credit or State approved continuing education units in inclusion of special needs student populations.

When the student services staff includes an uncertified Pupil Personnel Worker, a plan to meet the certification requirements should be in place. Also, tasks shall be assigned to take into account the staff member's levels of education and demonstrated experience.

Family: The parent, guardian, custodian, or other person acting in loco parentis of child.

LSS (Local School System): The local public agency responsible for operating the educational program. In some states, the responsible for provision of special education programs has been assigned to entities called intermediate units, area education, agencies, educational services units, and so forth.

IEP (Individual Educational Plan) Teams: Admission, Review, and Dismissal Teams at the local school level, responsible for admitting, monitoring and dismissing students in special education.

Professional Organization:

- IAPPW – International Association of Pupil Personnel Workers
- MAPP - Maryland Association of Pupil Personnel

Pupil Services Team (PS Team or PST): Interdisciplinary Teams at the school level, composed on an administrator, guidance counselor, teacher, school psychologist, pupil personnel worker, school health services professional, and other staff as appropriate, i.e., school social worker.

School Improvement Team (SIT): Comprehensive Team responsible for setting goals, monitoring goals, and revising goals at the local school level. These teams are composed of an administrator, school staff, pupil services staff, community advocates and other members, as appropriate.

Student Support Services: Those services provided and/or coordinated to address the needs of the whole child in order to be available for educational instruction and achievement.

Student: Any person of legal school age enrolled, or eligible to be enrolled, in an educational program. For purposes of this document, students may also be referred to as children.

The Maryland Association of Pupil Personnel does not discriminate on the basis of race, color, national origin, sex, religion, or disability in the admission or access to its programs, services or activities.