

Pupil Personnel Worker Evaluation Instrument

**Performance Standards, Criteria,
and Descriptive Examples**

Introduction

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a pupil personnel worker might be doing to meet a specific standard are provided. The examples provided are intentionally designed to reflect a high standard of performance. The purpose of the examples is to create a sample picture of what performance looks like when it meets and does not meet the MCPS performance standards. These examples are not provided to suggest that every pupil personnel worker is expected to be doing all or everything that is described by the examples. The work of individual pupil personnel workers is determined in large measure by initiatives of the Department of Student Services and their particular yearly school assignments.

Standard I: Pupil personnel workers are committed to students and their learning.

Performance Criteria

- A. The pupil personnel worker assists in the optimal personal, interpersonal, and health development of students.
- B. The pupil personnel worker assists in the optimal academic development of students.
- C. The pupil personnel worker assists in the optimal career development of students.
- D. The pupil personnel worker advocates for equitable educational opportunities for all students.
- E. The pupil personnel worker assists in truancy and drop-out prevention.
- F. The pupil personnel worker investigates and processes change of school assignment requests.
- G. The pupil personnel worker assists in resolving residency concerns.
- H. The pupil personnel worker conducts program reviews for Home Instruction (home-schooled) students.

<i>Examples of evidence of commitment to student learning</i>
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The pupil personnel worker ...

Meets standard
assists students in understanding their individual rights, including a free and appropriate education, and responsibilities in the home, school, and community
assists students in identifying their unique talents, interests, academic skills, and personality traits that lead to more positive contributions in the home, school, and community
assists students in becoming aware of appropriate community agencies and organizations that assist in developing coping skills and self esteem and promoting positive health development
assists students in understanding the impact of their behavior in relation to others in the home, school and community
applies knowledge of cultural, racial, and ethnic diversity factors in supporting students

Meets standard
identifies individual children and groups in need of greater advocacy
assists school teams and families in identifying and addressing factors that may interfere with a child's adjustment to and performance in school
advocates for and protects the due process rights of all students
assists students in developing a greater understanding of academic strengths and weaknesses
assists students in obtaining appropriate services and resources in the school to promote a more positive educational adjustment
assists students in understanding aptitudes, interests, and talents as they apply to postsecondary educational planning and future career decision making
assists students in accessing educational and vocational training programs
keeps students aware of appropriate agencies and organizations that provide resources, services, or training for career development and employment skills
investigates chronic attendance and truancy issues and assists students in attending school and all classes regularly
makes students aware of the consequences of (and alternatives to) leaving the educational system before graduation
assists school staffs in analyzing and identifying students with special needs that put them at risk for dropping out; and refers students to school problem-solving team, as appropriate
counsels students and helps develop out-of-school programs for those who have been withdrawn from school in order to encourage their return to school
determines reason for requested transfer and verifies documentation provided
makes and documents contacts using acceptable documentation protocols, as appropriate
makes knowledgeable recommendations to supervisor of student services
works with school staff in identifying and investigating residency issues
provides guidance to school staff regarding proper residency documentation
assists school staff in referring cases to residency office for tuition waiver purposes or investigation, as appropriate
conducts at least two reviews annually for each home instruction student assigned to his/her caseload
provides home instruction parents with information about the process of returning their child to an MCPS school and also assists in the transition process
assists home instruction parents in accessing special education services for their students, as appropriate

Below standard
seldom investigates and assists in developing a plan to address chronic attendance and truancy issues
rarely demonstrates efforts to advocate for the due process rights of all students

Below standard
rarely demonstrates efforts to assist in the optimal academic, personal, interpersonal, health, and career development of students
demonstrates a pattern of ineffective processing of change of school assignment requests, residency referrals, and/or home instruction reviews

Standard II: As advocates for all students, pupil personnel workers demonstrate the knowledge and skills to develop interventions and access resources.

Performance Criteria

- A. The pupil personnel worker serves as a liaison to the home, school, and community and provides information about programs and resources to support student success.
- B. The pupil personnel worker provides school teams, students, and parents with information about laws and regulations pertaining to rights and responsibilities of students.
- C. The pupil personnel worker assist with articulation concerns between grade levels and from elementary to middle to high school.

Examples of evidence of knowledge of how to access resources

The pupil personnel worker ...

Meets standard
helps to make school teams, students, and parents aware of appropriate services and resources in the school and community, to ensure a more positive educational adjustment for students
assists school teams, students, and parents in understanding MCPS policies and procedures related to free and appropriate education and student’s rights and responsibilities
assists students and parents in accessing MCPS health programs (i.e., parenting education, drug and alcohol abuse, and the like).
assists students and parents in accessing appropriate community resources that provide health care
assists school teams, students, and parents in accessing MCPS and community resources and services that address behavioral and adjustment problems
assists school teams, parents, and students in understanding civil rights and special education issues related to services and accommodations for students with disabilities under IDEA and Section 504, especially at transition points
assists school staff, parents, and students with transition/articulation planning and concerns (i.e., parent/student orientation meetings, school team meeting, individual student/parent conference)
assists school teams in following best practices to develop effective academic and behavioral goals at transition points
acts as a liaison to community service providers related to transition and articulation concerns

Below standard
demonstrates lack of awareness of programs, services, and resources in the school community to support student success
fails to inform school teams, students, and parents about laws, policies, regulations, and procedures in support of student rights and responsibilities
rarely effective in assisting school staff, parents, and/or students in addressing articulation concerns

Standard III: Pupil personnel workers collaborate in establishing and facilitating a positive learning environment to enhance student growth and achievement.

Performance Criteria

- A. The pupil personnel worker establishes and maintains respectful partnerships with school teams and families in support of a positive school environment.
- B. The pupil personnel worker participates in collaborative decision making to address individual, group, classroom, and schoolwide concerns that have an impact on the positive learning environment.
- C. The pupil personnel worker assists school teams, parents, and students in utilizing MCPS and community programs and resources to support and enhance a positive learning environment.
- D. The pupil personnel worker collaborates with school teams, parents, and students to develop a fair and effective discipline process in support of a positive learning environment.
- E. The pupil personnel worker collaborates with school teams and other Department Of Student Services staff to provide crisis support to schools.

Examples of evidence of collaborative work

The pupil personnel worker ...

Meets standard
establishes and maintains respectful, productive partnerships with families, students, and staff in support of student learning and well-being
promotes and models openness and mutual respect in collaboration with others
consults with school staff regarding specific student and family issues
responds to parent and community inquiries through various means such as electronic communication, telephone, in-person conferences, and home visits
provides information to teachers about student learning, based on knowledge of child development, direct classroom observation, and/or interviews with students and parents
defines problems in ways that identify desired goals that are measurable and are linked appropriately to intervention strategies
suggests strategic instructional and behavioral interventions that strengthen the learning process
facilitates classroom monitoring and evaluation of interventions so as to ensure their effectiveness
integrates technology and research into planning and facilitating instructional and behavioral interventions
provides MCPS and community resource information to the school's educational management team (EMT)

Meets standard
assists principals, teachers, parents, and students in resolving problems that interfere with the orderly educational process
provides consultation to assist schools in developing and implementing their level one alternative programs
assists schools in establishing and implementing fair and effective discipline procedures
assists with the implementation of laws and regulations pertaining to rights and responsibilities of students in the discipline process
following disciplinary action, serves as liaison between home, school, and community
participates in return conferences and facilitates subsequent placements, referrals, and support
reviews the social and educational adjustment of students involved in disciplinary action
investigates requests for appeals of 1 to 10 day suspension
reviews the social and educational adjustment of students involved in disciplinary action
investigates requests for appeals of up to 10-day suspension, extended suspension, and expulsion and makes recommendations for action to the supervisors of student services
assists in referring students for administrative home and hospital teaching services during the disciplinary process, as appropriate
counsels and helps students and parents access services during the period of expulsion
implements the CISM (critical incident stress management) debriefing model in a level-two crisis
assists countywide core crisis teams too provide support for level-three crises

Below standard
is generally unsuccessful in establishing and maintaining productive partnerships with families, students, and staff
frequently makes decisions in isolation, as opposed to participating in collaborative decision making
generally fails to connect school staff, parents, and students with available resources and programs to enhance a positive learning environment
displays a pattern of poor preparation and follow through for individual discipline cases referred for extended suspension or expulsion
demonstrates lack of initiative in assisting schools to develop and implement a fair and effective discipline process
is not responsive to the need to provide effective crisis support to schools

Standard IV: Pupil personnel workers review and analyze student performance and assist in the design and implementation of interventions to address students’ needs.

Performance Criteria

- A. The pupil personnel worker uses student and school data to assist school staff in designing early intervention strategies to address individual student learning needs.
- B. The pupil personnel worker assists school staff and parents to access Montgomery County Public Schools and community services to address individual student learning needs.
- C. The pupil personnel worker is a contributing member of EMT and IEP teams.
- D. The pupil personnel worker provides crisis support to address the individual needs of students and families.

Examples of evidence of implementing intervention to address students’ needs

The pupil personnel worker ...

Meets standard
assists school in identifying appropriate schoolwide objectives to address particular needs
suggests resources to assist students in achieving learning and behavioral objectives
contributes to the ongoing evaluation of educational strategies
provides liaison help to community services
assists schools in developing and implementing the school’s alternative structures, to be used in conjunction with a student’s Behavior Intervention Plan
assists in acquiring student information and reviewing and disseminating student records
conducts observations, conferences and home visits and analyzes data from student records to assist in program planning
assists school staffs in analyzing and identifying students with learning needs, and in using EMT procedures effectively to address those needs
assists school teams in understanding MCPS responsibilities and procedures related to Section 504/ADA
assists in developing challenging and achievable academic and behavioral goals, and in developing strategies to achieve those goals; assists in monitoring progress toward those goals
assists in developing functional behavioral assessments and behavior intervention plans
assists in developing intervention/support strategies to address individual student’s chronic attendance and truancy issues
assists school teams, students, and parents in understanding and accessing Levels 1 and 2 alternative programs, as appropriate
works collaboratively with school system staff in referring, placing, monitoring progress of, and facilitating transitions for students in Levels 2 and 3 alternative programs
works with school staffs and staff in Department of Special Education Programs and Services in identifying special education in-service needs and conducting related training programs
participates in school-level Individual Education Program meetings, as needed

Meets standard
provides case management and liaison services for students moving into MCPS with IEPs requiring services/programs beyond the school level
assists with case management for students referred for special education programs outside the home school
co-presents cases to the central IEP committee
provides counseling and resources for students who have been withdrawn
assists in the case management process for students referred to Department of Juvenile Justice and Health and Human Resources
evaluates and processes student services change of school assignment requests and makes recommendations to the supervisor of student services
assists in accessing Home and Hospital Teaching services for students with emotional needs, as appropriate
provides consultation and direct intervention in a level-one crisis, as appropriate

Below standard
is ineffective in the use of student and school data to assist school teams in problem solving for individual students
fails to regularly assist staff and parents in accessing Montgomery County and community services to address individual student needs
does not consistently attend and actively participate in EMT and IEP meetings
is not responsive to the need to provide effective crisis support to individual students and their families

Standard V: Pupil Personnel Workers are committed to continuous improvement and professional development.

Performance Criteria

- A. The pupil personnel worker actively participates in activities designed to continue, enhance, and upgrade his/her professional training and skills to help ensure the provision of high quality services.
- B. The pupil personnel worker works with school staffs to identify student services related staff development needs and assist in conducting related training programs.
- C. The pupil personnel worker is a member of a professional learning community.

Examples of evidence of commitment to professional development

The pupil personnel worker ...

Meets standard
keeps current with laws and regulations pertaining to rights and responsibilities of students
seeks out opportunities to enhance knowledge of instructional practice through participation in workshops, professional organizations, conferences, and graduate-level courses
consults individual colleagues in other related disciplines to enhance own knowledge and skills
actively participates in school and systemwide committees and initiatives such as crisis management teams, systems integration, and truancy projects
mentors and coaches the development of new pupil personnel workers
reads current professional journals to stay current in research and practice
uses newly acquired knowledge and skills in professional practice
enhances the profession by engaging in activities such as teaching college courses, making workshop presentations, conducting in-service training programs in support of the School Improvement Plan, and submitting articles for publication related to the pupil personnel profession

Below standard
does not accurately apply knowledge of current laws and regulations to decisions made on behalf of students
resists participation in systemwide committees and initiatives
lacks initiative in assisting schools to assess needs for training related to student services issues
rarely participates in activities that enhance professional growth

Standard VI: Pupil personnel workers exhibit a high degree of professionalism.

Performance Criteria

- A. The pupil personnel worker performs all duties in an organized, ethical, and responsible manner.
- B. The pupil personnel worker participates in required meetings and staff development activities.
- C. The pupil personnel worker fulfills work group assignments.

<i>Examples of evidence of professionalism</i>

The pupil personnel worker ...

Meets standard
works in a cooperative manner and exhibits effective interpersonal communication skills
follows federal, state, and local policies and procedures
maintains confidentiality, as appropriate
follows all office procedures
submits reports and other documents in a timely manner
maintains accurate records
responds to inquiries from schools and parents in a timely manner
conscientiously fulfills all professional commitments made to students, parents
school staffs, and other colleagues
willingly assumes a variety of roles to support the work of schools, the Department of Student Services, field offices, and committees
participates in professional activities by providing leadership, serving on committees/work groups, helping to plan staff meetings or workshops, and taking the initiative to share knowledge and expertise with colleagues
participates as a professional in community affairs in support of education (such as serving on interagency community committees and other collaboration efforts)

Below standard
displays a pattern of uncooperative behavior and ineffective interpersonal communication skills
does not respond to inquiries from schools and parents in a timely manner
required reports are not maintained, accurate, or submitted in a timely fashion
does not follow federal, state, and local policies and procedures
does not maintain confidentiality as required
does not fulfill work group assignments

Evaluation Schedule Categories for Pupil Personnel Worker

Formal Evaluation Schedule

Tenured, Experienced, or Veteran MCPS Pupil Personnel Workers

PPWs who are tenured professionals follow the same professional growth cycle as their teacher colleagues. They will be evaluated formally at the end of a three-, four-, or five-year growth cycle, depending on years of service in MCPS. If a supervisor has concerns about the performance of a tenured PPW, who is not currently in a formal evaluation year, he/she may request that the Office of Human Resources place the pupil personnel worker on a special evaluation. A special evaluation removes the pupil personnel worker from the professional growth year.

New Pupil Personnel Workers /Tenured MCPS Educators

MCPS educators who accept promotions or lateral moves to PPW positions are in a unique category. Although they are veteran MCPS educators, they are new to the PPW profession and must build their repertoire of pupil personnel worker skills, knowledge and strategies. In their first year of service as pupil personnel worker, they will be formally evaluated, regardless of their standing in the professional growth cycle. They will not be required to complete a Professional Development Plan. Once they have demonstrated, through a formal evaluation, that they have met the Professional Standards for pupil personnel workers, they will continue in the professional growth cycle already set in motion in their previous MCPS position.

Example: If a teacher with six years of service becomes a pupil personnel worker at the start of her seventh year with MCPS, she will be formally evaluated during that first year as a pupil personnel worker. Assuming that the evaluation demonstrated that Professional Standards had been met, the pupil personnel worker would continue in her professional growth cycle the next year (year 8) and be formally evaluated next in year 9. The exception to this would be the case in which her second year as a pupil personnel worker would be an evaluation year in the regular cycle. In that case, an exemption would be made so that there are not two consecutive years of evaluation.* (Pending approval of the request for exemption)

New Pupil Personnel Workers/Permanent Status MCPS Supporting Services Employees (Probationary)

MCPS supporting services employees who accept promotions or lateral moves to pupil personnel worker positions will be scheduled for formal evaluations during their first and second years in the pupil personnel worker position. Once they have received satisfactory evaluations in the first two years as pupil personnel workers, they will follow the same professional growth cycle as their tenured pupil personnel worker colleagues.

Experienced Pupil Personnel Workers/New to MCPS (Probationary)

Experienced pupil personnel workers who are new to MCPS are considered probationary, and will be scheduled for formal evaluations during their first and second years of service with MCPS. They will not be required to complete Professional Development Plans during their first two years of service. Once they have achieved tenure, these pupil personnel workers will follow the same professional growth cycle as their tenured PPW colleagues.

New Pupil Personnel Workers /New to MCPS (Probationary)

New pupil personnel workers who are new to MCPS will be scheduled for formal evaluations in their first and second years of service. They will not be required to complete Professional Development Plans during their first two years of service. Their focus must be to develop a repertoire of pupil personnel worker knowledge, skills, and strategies. Once probationary pupil personnel workers have achieved tenure, they will follow the same professional growth cycle as their tenured pupil personnel worker colleagues.

Definition of Formal Observation

- During the formal evaluation year for pupil personnel workers (probationary and tenured), at least three observations per calendar year must occur for a minimum of 30 minutes each. Due to the many activities that the pupil personnel worker is engaged in, it is suggested that different activities be observed in different settings.
- Summative conferences should be held within three school days after the observation. Summative observation conferences not held within that time frame can be extended after mutual agreement.
- Pupil personnel workers may respond to observation report summaries by submitting a written response to their file.

Observations for the purpose of evaluation of pupil personnel workers may be conducted by—

- MCPS supervisor of psychological services,
- special education program managers or field office supervisors,
- directors of student services or special education, and/or
- field office instructional specialist under the direction of field office supervisors.

Suggested Data Sources

Logs/Data Collection	Resource Files
Residency	Brochures of Community Resources
Truancy	Attendance at State Meetings
Change of School Assignment	In-service and Community Presentations
Phone Calls	Professional Meetings
Home Visits	Workshop Agendas
Consultation Notes	Action/Documentation Process
Meeting Summaries	Referral Packets
IEP/EMT Agendas	Special Ed Move-Ins (Transmittal Forms)
Personal Records	Expulsion Review Board
Committee Meetings	Expulsion Hearings
Parent Conferences	Home Instruction
Drop-Out Interviews	Crisis Intervention
E-Mails/Correspondence	Behavior Plans: Contract FBA/BIP
Home and Hospital Referrals	Classroom Observations
Homeless Case Involvement	Pupil Intervention Plans (Level I)
Intake Conferences	Referral to Outside Agencies
Manifestation/Causation Meetings	Policy Reviews
Program Review Committee Meetings	Transportation Efforts
School Improvement Plan Participation	Co-presentation at CIEP
Court Cases/Subpoenas	
Student Assistance Program Participation	