

# Supervisor of Pupil Personnel Services

## I. Knowing the Content

The professional education program provides evidence that Supervisor of Pupil Personnel Services certification candidates complete a clearly articulated post-baccalaureate program that assesses their potential for supervision through an examination of their oral and written communication skills, qualifying work experience, organizational ability and personal motivation prior to admission. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the fundamental concepts of supervising non-instructional professional education specialists including:

### I.A. Role and function of pupil support services including:

- educational specialist certification areas,
- responsibilities of educational specialists,
- scope of services and integration of services with educational program,
- organization and administration,
- educational testing and evaluation

### I.B. Role and function of the pupil personnel services supervisor including:

- identifying staff development needs and human resources,
- organizing, facilitating, and evaluating personnel and services,
- budget planning and integrating district and school priorities,
- applying effective job analysis procedures, supervisory techniques and staff performance appraisal,
- negotiating and managing staff conflicts,
- student testing and assessment

### I.C. Theories and models of pupil services supervision including:

- clinical and developmental,
- cognitive and peer coaching,
- observation and conferencing,
- collaborative teaming

### I.D. Theories of organization that promote the school culture as a learning community including:

- collaborative planning processes,
- team-building and shared best practices,
- human and social development and group dynamics

### I.E. Pupil personnel services development processes based upon:

- research, applied theories, and informed practice,
- tests and measurements,
- case management,
- program planning and evaluation

I.F. School organizational structures that support service delivery including:

- class scheduling alternatives,
- school facilities and classroom design,
- infusion of technology into service delivery

## **II. Performances**

The professional education program provides evidence that Supervisor of Pupil Services certification candidates are assessed and meet the established program competencies and exit criteria during their participation in 360 hours of authentic simulations, field experiences and a practicum and demonstrate their ability to perform the major task areas of policy determination, program development and supervision including:

II.A. Designing and monitoring pupil service delivery systems

II.B. Constructing alternative methods of providing services

II.C. Evaluating program effectiveness

II.D. Identifying staff development needs and resources

II.E. Planning activities to address the needs of the educational program

II.F. Integrating pupil services into the instructional program

II.G. Budgetary planning for delivery of services and personnel development

## **III. Professionalism**

The professional education program provides evidence that Pupil Personnel Supervisor certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Collaborating with school colleagues, and other professional social service providers to improve student learning

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students