



OHIO
SCHOOL
PSYCHOLOGISTS
ASSOCIATION

Finding and Landing Your First Job as a School Psychologist

Intern Conference - Fall 2019

Presenters

- Brian Hill, M.A., SP526
- Robert Kubick, Ph.D., N.C.S.P., SP527
- Jeffrey York, M.A., N.C.S.P., SP531

Akron Public Schools
Akron, Ohio

Agenda

- Building Your Résumé
- Cover Letters
- Job Seeking
- Your Professional Portfolio
- Interviewing for the Job
- Questions and Answers



Preparing to Enter the Field

- The origin of today's program...
- Article in *The Ohio School Psychologist* from 1995:
 - "Portfolios for School Psychologists: Employers' Perspectives"
 - Surveyed 27 school districts with 33 questions

Survey of Employers

- Survey sent out to a nationwide sample of school districts
- Survey covered:
 - Résumés
 - Portfolio Components
 - Interviews
 - Applicant Characteristics
- 72 respondents from about 40 states

Great Time to Enter the Field of School Psychology...

- US News & World Report 2017: 100 Best Jobs
- School Psychology #47
 - Was #1 job in social services
 - 20% increase from 2014-2024
 - Median salary \$70,580
 - Range of \$39,060-\$110,410
 - 25th-75th %ile was \$53,190-\$92,800
 - WE HAVE A SHORTAGE!

JOHN SMITH
 143 Main St.
 Akron, OH 44321

OBJECTIVE: To gain an entry level position as a school psychologist.

ME

Rocket Scientist

Lazy

Hard-Working

Standard Household Doorknob

REFERENCES: Available upon request

Remember.....

- Résumés get interviews
- Interviews get jobs!



Before You Begin...

- Assess Yourself
 - Experiences
 - Accomplishments
 - Skills
 - Interests
 - Goals
- As these change, so does your résumé.
- “Living Document” – constantly update

Basic Résumé Tips

- “Career Marketing Tool” vs. “Professional Obituary”
- Focus on your key “Selling Points”

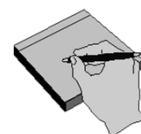
General Writing Guidelines

- “Document of Supreme Self-Interest”
 - Completely free of spelling mistakes
 - Perfect grammar in standard English
 - Consistent spacing, indents, headings, etc.
 - Avoid psychology jargon (e.g., NASP)
 - Avoid gimmicks
 - Excessive underlining, bolding, etc.
 - Histrionic fonts and sizes



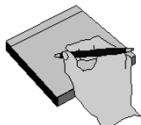
General Writing Guidelines

- Use Proper Materials
 - Stock quality 8 ½” x 11” paper
 - Same paper for résumé and cover letter
 - Professional colors (e.g., beige, gray, ivory)
 - Laser quality printing
 - Immaculate typesetting
 - No folds
 - Blank space is ok



General Writing Guidelines

- Prioritize and Place Appropriately
 - Average résumé is viewed approx. 30 sec.
 - Important items must be readily visible
 - Get high priority items up top and/or to the left side of the page!



Two Basic Résumé Types

1. Chronological Résumé

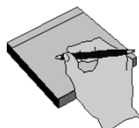
- Experiences are described from most recent backward in time.
- Emphasis on your titles, employers, and dates of employment.
- Descriptions of each position



Two Basic Résumé Types

Chronological Résumé Advantages:

- Most recent position of employment is applicable to job for which you are applying.
- When staying in same field (education).
- When title/position is important.
- When showing growth.



Two Basic Résumé Types

Chronological Résumé Disadvantages:

- When you have spotty work history.
- When changing careers or career goals.
- When you have frequent job changes.



Two Basic Résumé Types

2. Functional Résumé

- Major skill categories are developed; list abilities relevant to the job you're seeking
- Examples might include:
 - Assessment
 - Intervention
 - Consultation
 - Supervision
 - Research
 - Teaching



Two Basic Résumé Types

Functional Résumé Advantages:

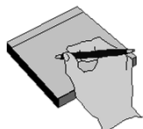
- Helpful when you want to emphasize past experiences and/or present abilities not used in most recent work experiences.
- Good format when changing careers.
- Best with spotty work history



Two Basic Résumé Types

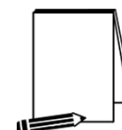
Functional Résumé Disadvantages:

- Doesn't document individual jobs.
- Little chance to show growth.
- Unfamiliar format to many audiences.



Basic Résumé Format

- Name
 - Right on top!
 - Centered or left justified
 - Largest font on paper
 - Noticeable, not histrionic

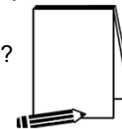


Basic Résumé Format

- Background Information
 - Address (current/permanent)
 - Phone Numbers (try to limit)
 - Home, work, cell, fax
 - Watch your messages and how you answer!
 - Email addresses (check “appropriateness”)
- Indicate preferences with inclusion or exclusion of information.

Basic Résumé Format

- Objective (what do you want?)
 - Should relate to the employer and the position - match the job description.
 - Too broad, then it's useless.
 - Too narrow, do they proceed?
 - Immediate component.
 - Long-range component.
 - Do not include compensation demands!



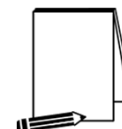
Basic Résumé Format

- Education
 - Institution
 - City, State
 - Degree Granted and Year
 - Major, Minor
 - Concentration/Specialization
 - No High Schools
 - Include title of Master's Thesis/Dissertation



Basic Résumé Format

- Certification/Licensure
 - Type
 - State Certificate
 - Private Licensure
 - NCSP
 - Accrediting Body
 - State Department of Education
 - State Board of Psychology
 - Number
 - Year Granted



Basic Résumé Format

- Professional Experience
 - Title, Employer, Location, Dates.
 - Use Action Verbs!
 - Evaluated
 - Counseled
 - Intervened
 - Supervised
 - Use correct verb tense.
 - Concise, use fragments.
 - Quantify, when beneficial.



Basic Résumé Format

REMEMBER!

**Accomplishment
vs.
Duty Oriented**

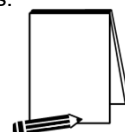
Basic Résumé Format

- Related Experience
 - Background and positions that are related to the position, but have differences.
 - Same format/rules as Prof. Exp.
 - Graduate assistantships
 - Clinic, hospital, agency
 - Teaching/school-based



Basic Résumé Format

- Related Experience
 - Background and positions that are related to the position, but have differences.
 - Same format/rules as Prof. Exp.
- Honors/Awards
 - Generally wins, not nominations.
 - If few, combine with other category.



Basic Résumé Format

- Publications
 - List in APA format with proper order of authors.
- Presentations
 - List in APA format.
- Professional Memberships
 - NASP, APA, SASP, State/Local Association
 - Note any offices held (past or present).



Basic Résumé Format

- Activities
 - Professional or work-related
 - Nothing personal
 - Avoid things that are exclusive
 - Emphasize community work
- Skills
 - Foreign language
 - Sign language/Braille
 - Computer applications

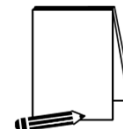
Basic Résumé Format

- Statement of Availability
 - They assume now; if not, when?
- References - separate page
 - Current supervisor needed.
 - They call from the top.
 - Get their permission!
 - Should know you well – your advocate!
 - Limit distribution to cut down on calls.



Other Headings?

- Headings are very useful in helping reduce time needed to review your résumé.
- Consider new heading when you have more than one item to document within the heading.



Quantify, Quantify, Quantify

“Evaluated students referred for testing.”

vs.

“Independently conducted over 45 psycho-educational evaluations of students referred for significant learning and/or emotional concerns.”

Quantify, Quantify, Quantify

“Provided interventions for students with behavior problems.”

vs.

“Designed and implemented interventions for group of 14 students which resulted in 70% decrease of targeted behavior at conclusion of 8-week observation period.”

Problem-Action-Results (PAR)

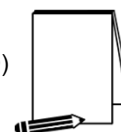
“Updated department referral system.”

vs.

“Directed comprehensive transformation of department referral system via integrative technologies - project resulted in referrals being addressed in half the time with approximate savings of more than \$3,000.”

What Should SP Résumé Have?

- Evaluation involvement (include number, if considerable)
- IEP involvement (include number, if considerable)
- Specific ages (e.g., elementary)
- Specific disabilities (e.g., SLD, ED)
- Low incidence
- Intervention! Intervention!
- Problem-solving teams



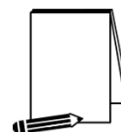
What Should SP Résumé Have?

- Counseling (individual/groups)
- Parent groups/training
- Crisis intervention
- Pre-K involvement
- Alternative program involvement
- Research
- Training/in-services



What Should SP Résumé Have?

- Intervention with challenging behaviors
- Functional behavior assessments
- Behavior Intervention Plans
- Manifestation Determinations
- Consultations
- Publications
- Presentations
- Conference involvement



Résumé Pet Peeves of Potential Employers

- Personal information unrelated to job
- Lack of clear qualifications
- Long résumé/long paragraphs
- Poor formatting
- Use of personal pronouns and articles
- Irrelevant information

Résumé Pet Peeves of Potential Employers

- Inaccurate or missing contact info
- Too duty-oriented
- Spelling errors, typos, poor grammar
- Lying; misleading information
- Burying the important stuff
- Failure to make an initial "hard sell"

(Monster.com)

After Your First Draft

- Share with trusted sources - look for questions, quizzical looks, head-scratching.
- Still time to gain experiences!
- Later in career, summarize
 - "Summary of Qualifications"
- Update constantly!

Cover Letters

- Same type of paper as résumé
- Same font and font size
- Limit to one page!
- Predominantly narrative format

The key: Know what the employer wants and give it to them!

Cover Letter Basic Layout

- To Whom:
- Paragraph A - Indicate Interest
- Paragraph B - Highlight Qualifications
- Paragraph C - Request Interview



Cover Letter Basic Layout

- Begin with the employer's name, title, and full address
- Include the date
- Close with your name, title, and full address
- Be sure to include your contact information

Cover Letter Tips

- Don't cop out – Include a cover letter
- Focus on employer needs
- Factual but friendly
- Identify and punch with your sales pitch
- Emphasize your strengths and unique qualities – stand out from the crowd
- Sign It!

Cover Letter Problems

- Poor formatting/unprofessional look
- Making it all about you ("I" times 50)
- Sob stories
- Unsupported claims
- Writing the "Great American Novel"
- Simply repeating the résumé
- Failure to individualize

(Monster.com)

Other Types of Correspondence

- Interview follow-up letter
- Letter regarding application status
- Letter of acceptance
- Letter declining offer



Job Seeking



Job Seeking

- Networking
 - Internship
 - Cohort
 - Field experiences
 - Inservices/Trainings
 - Regional Affiliates
 - OSPA conferences
 - Wine and Cheese Social (Thurs, 4:30 – 5:30)
 - OSPA committees (Thurs, 5:30 – 6:00)



OSPA Resources

- www.ospaonline.org
 - Conference information
 - Legislative updates
 - Professional resources
 - Members Only section
 - Job Postings
 - The Ohio School Psychologist – electronic version
- OSPA Communities – *New!*
 - Join a committee



OSPA Resources

- LinkedIn Group
 - Post credentials and skills
 - Develop online networks
- Facebook group
 - Directly network with colleagues
 - Receive notifications of upcoming events
 - Links to education-related articles



OSPA Resources

- Twitter
 - Receive quick updates
- YouTube Channel
 - Catch past conferences



OSPA Resources

- OSPA Listserv
 - Email discussions with 500+ members
 - Topics may include:
 - Legislative updates
 - Conference updates
 - Professional discussions on “Hot Topics”
 - Job postings galore! (50+ in last year)
 - Access subscription information from Resources section of OSPA’s website

Kent State University **LISTSERV 16.0**

Ohio Dept. of Education

- Ohio's Web-based Recruiting System (WBRS)
 - Search/view open positions
 - Can complete application online
 - Apply for open positions (16 jobs now)
- www.education.ohio.gov
 - Search for “Education Jobs”
 - Or visit link on Jobs page of OSPA website

Ohio | Department of Education



NASP Career Center

Helping children achieve their best. In school. At home. In life.

What is NASP Career Center Online?

- Online service to support the employment and professional needs of:
 - Students
 - Interns
 - Practitioners
 - Trainers
 - Employers



NASP Career Center

Helping children achieve their best. In school. At home. In life.

What features does it have?

- Job Searching
- Advertising and applicant searching for employers

How much does it cost?

- Free for job seekers
- Fee-based for advertising and employer use
- Currently many Ohio jobs posted

Other Resources

- Monitoring district job webpages
- Cold calling
- Open houses
- Career fairs
- Monster.com
- K12jobspot.com



Use Technology Wisely

- Be careful what you post online – if you wouldn't put it in your portfolio, don't post it
- Put your name in several search engines to see what might be posted
- Emails on employer email accounts are permanent and property of employer



Use Technology Wisely

- Use social networking websites carefully, potential employers may check, consider making private or deleting account



Your Professional Portfolio



Updated Research: What's a Must

(York, Hill, Kubick)

- Certification (90%)
- Résumé (82%)
- Lists of Experiences (76%)
- Letters of Reference (69%)
- Functional Behavioral Assessment (61%)
- Graduate Transcripts (60%)
- Sample Reports (57%)
- Behavior Intervention Plan (57%)

Somewhat Useful Items

- Evidence of Coursework
- Lists of In-services Attended
- Lists of In-services Presented
- Awards
- Test Scores
- Personal Statements
- Counseling Hours
- Intervention Case Study

More Somewhat Helpful

- Consultation Case Study
- Coursework in Statistics
- Coursework in Research
- Research Experience
- Program Model
- Undergraduate Transcripts
- Sample Protocols
- Grant Writing
- CBM/CBA Experience

Tips

- Keep it Complete, Yet Simple
- Growth in Professional Skills
- Different Types of Evaluations
 - Preschool, Middle School, Response to Intervention, High School, Initial, Reevaluation, etc.
- Highlight Areas of Expertise



Interviewing for the Job



Rank Order of Fixed Characteristics

1. Strong Interpersonal Skills
2. Formal Education Background
3. Assessment Skills
4. Organizational Skills / Autonomy
5. Enthusiasm
6. Mental Health Experience / Knowledge

Qualities of Candidates

- Interpersonal Skills
- Shared Regard for Children
- Experiences
- Public Relation Skills
- Competence
- Professional Knowledge
- Certification
- Flexibility
- Ability to Work Cooperatively
- Enthusiasm
- Commitment
- Communication Skills
- Sincerity

Soft Skills

- Time Management
- Attention to Details
- Problem Solving
- Communication

Fox Business, 9-17-2019

Educational Alphabet Soup

- Educational Acronyms are Everywhere
- Check the state where you will be interviewing, i.e.: State Department of Education

Prior to the Interview

- Know Why You Want This Job
- Research the Employer
- Research the Interviewer



Prior to the Interview

- Find Out the Type of Interview
- Confirm Your Appointment
- Keep a Contact Number Handy
- Practice Sample Questions

Dressing for Success

- Conservative and Neutral Clothes and Accessories
- Neatly Groomed
- Avoid Chewing Gum or Smoking

At The Interview

- Be On-Time
- Everyone's Opinion Counts
- Turn off Cell Phones
- Pronounce Names Correctly
- Bring Supplies (Pen, Paper, Résumé, Portfolio, etc.)
- Wait to Sit
- Leave the family at home



Non-Verbal Communication

- Firm Handshake – Assertive, not Bone-Crushing
- Enthusiastic Smile
- Sit Up Straight and Tall
- Maintain Eye Contact



Non-Verbal Communication

- Appear Relaxed but Attentive
- Open Gestures – arms relaxed, uncrossed legs
- Avoid Closed Gestures – crossed arms
- Learn Your Habits – tapping, leg shaking, etc.



Dynamics of an Interview – Summit County Ohio Means Jobs

Verbal Communication

- Avoid “Um” “Like” “You Know”
- Lower voice at end of sentence; raising voice give impression of uncertainty



Dynamics of an Interview – Summit County Ohio Means Jobs

Bias Influence the Traditional Interview

The job interview is one of the most important stages of the recruitment process. But it is also a risk zone, since it is under **major influence of bias**. Meaning that a human recruiter or hiring managers' unconscious bias affects how a job seeker is perceived during an interview.

For example, studies show that during a job interview we make judgments about other people based on their handshake, tone of voice or lack of eye contact.



<https://www.tengai-unbiased.com/>

“Worst Interview Sins”

HR.com – “HR Pros Recount Their Worst Interviews.” (2003)

- Arriving Poorly Dressed – 36%
- Arriving Late – 35%
- Being Preoccupied with Money – 16%
- Knowing Nothing about the Company – 13%

Time for Some Fun!

- Turn to the person next to yourself
- Introduce yourself
- Ask the other person:

“Tell Me About Yourself”

- Answer the question in 3 minutes or less

“Tell Me About Yourself”

Based on “Tell Me About Yourself,” by Carole Martin

- Focus: Strengths Pertinent to the Job
- Script Past Experience and Proven Success
Strengths and Abilities
Current Situation
- Practice

Most Common Scenarios

- Intern/Practicum Student
- Early Career Professional
- Returning After a Time

Focus – Interns/Practicum List 5 Strengths Pertinent to the Job

For Example:

1. Assessment
2. Consultation
3. Behavior Interventions
4. Academic Interventions
5. Positive Behavior Supports

Script Past Experiences and Proven Successes

As a School Psychology Intern, I was fortunate to work in the Parma City Schools and gain a wide range of experiences. As a member of Royal Ridge Elementary School's Intervention Assistance Team, I was able to consult with teachers and parents to develop targeted behavioral and academic interventions for struggling students.

Script Your Strengths and Abilities

I was also fortunate to be able to use my assessment skills to evaluate over 40 students with a wide range of disabilities for Special Education services. I volunteered with my school's Positive Behavior Support Team, and helped develop school-wide incentives for students.

Script**Your Current Situation**

While I had hoped to stay with the Parma City Schools, due to budget concerns they are not currently hiring a full time School Psychologist. I will complete my internship in June, and would be available at that time.

Focus – Early Career**List 5 Strengths Pertinent to the Job**For Example:

1. Assessment Skills
2. Collaboration with Staff and Parents
3. Academic Interventions
4. Behavior Interventions
5. Crisis Intervention Skills

Script**Past Experiences and Proven Successes**

I completed my School Psychology Internship with the Parma City Schools, and was then hired full-time by the Lakewood City Schools, where I have worked for the last three years. I was assigned to a kindergarten through fifth grade elementary school, where I was in charge of assessments for Special Education services, as well as the leader of the school's Intervention Assistance Team.

Script**Your Strengths and Abilities**

The Intervention Assessment Team allowed me to help plan, implement, and evaluate behavior and academic interventions for targeted students. I also volunteered for the district's crisis team, which taught me a great deal about psychological first aide at the elementary level.

Script**Your Current Situation**

While I have enjoyed my time in the Lakewood City Schools, due to budget cuts, they have to let go the most recently hired School Psychologists. As such, I will be available for a full-time position when my contract expires in June.

Focus – Returning After a Time**List 5 Strengths Pertinent to the Job**For Example:

1. Assessment Skills
2. Collaboration
3. Interpersonal Skills
4. Organization
5. Counseling Skills

Script**Past Experiences and Proven Successes**

I most recently worked in the Lakewood City Schools, where I worked for 5 years. I was fortunate to be able to take some time off to raise my family. During my time off, I was able to participate in some part time private practice work, which allowed me to keep up-to-date with the newest cognitive and academic norm-reference assessments.

Script**Your Strengths and Abilities**

I also volunteered in a number of community agencies, including the Cub Scouts as a Den Leader, the Brecksville Preschool as Vice President of Enrollment, and the Brecksville Community Emergency Response Team. These opportunities allowed me to network with parents, teachers, and community leaders in a number of situations. While not a formal setting, these opportunities used my collaboration, organization, and counseling skills to defuse a number of situations.

Script**Your Current Situation**

Now that my family commitments have changed, I am now returning to my full time career as a School Psychologist. I would be available for immediate employment, if the opportunity arises.

Practice

- Alone
- With Family
- With Friends
- Try to Make it Sound Spontaneous

More Interactive Fun!

- Turn to someone else near you
- Pick one of the following questions
- Try to provide a great response that will knock their socks off in no more than 2 to 3 minutes.

Tougher Questions

- “Why did you leave your last job?”
- “Describe a problem situation and how you solved it.”
- “What salary are you expecting?”
- “Why should we hire you?”
- “Why do you want to work here?”
- “What are your greatest weaknesses?”
- “What is your greatest accomplishment?”

Group Activity Follow-up

- How did you feel?
- Were you prepared enough to answer the questions?
- Would you hire the person you interviewed?
- Are you stressed yet??!

More Tough Questions

"How to Overcome Eight Interview Stumbling Blocks"
Kate Lorenz, www.careerbuilder.com

- "Why should we hire you?"
 - Emphasize what you can bring to the table
- "Why do you want to work here?"
 - Research why this is a good fit
- "What are your greatest weaknesses?"
 - Turn a weakness into a strength
 - Show how you've grown

- "What are your greatest weaknesses?"
 - Turn a weakness into a strength
 - Show how you've grown or are willing to grow



Still More Questions

- "Why did you leave your last job?"
 - Be diplomatic
- "Describe a problem situation and how you solved it."
 - Think ahead and be creative to show your responsibility
- "What salary are you expecting?"
 - Give a range, if pressed on the issue

Still More Questions

- "What is your greatest accomplishment?"
 - Select an accomplishment related to the position

Illegal Questions You May Be Asked

from: www.jobsearchtech.about.com

- Asking a question is not illegal.
- A discriminatory motive behind asking the question, when it ultimately denies employment, is illegal.
- Most illegal questions are asked by untrained interviewers.

It is illegal to discriminate...

- Age
- Color
- Disability
- Gender
- National origin
- Race
- Religion or creed

How To Handle Illegal Questions

www.careerbuilder.com

Options:

1. Answer the question truthfully, if you believe the answer will not hurt your chances.
2. Inform interviewer that they have asked an illegal questions.
3. Base your answer on the requirements of the job and your ability to perform it.

Be Sure to Stress....

Your **desire** to do the job.

Your **ability** to do the job.

Your **willingness** to do the job.

A realistic assessment of your **value** to company.

Dynamics of an Interview – Summit County Ohio Means Jobs

Showing Off Your Stuff

- Two-Way Communication
- Be Honest
- Stress Achievements
- Expand Your Answers Beyond Yes and No
- Ask Questions
- Do Not Let Discouragement Show
- Avoid Talking Bad About Past Positions

Five Worst-Case Scenarios

By Laura Morsch, CareerBuilder.com

1. You're going to be late.
 - Call immediately
2. You're sick.
 - Reschedule or offer to do a phone conference
3. You spill coffee on your suit.
 - Stain stick, club soda, or dab
4. You freeze up.
 - Ask to repeat question
 - Stay calm
5. The interview is tanking fast.
 - "Do you have any concerns about me as a candidate?"

Listen



Clarify



Pause



Respond

After The Interview

- End on a Positive Note
- Make Some Notes For Yourself
- Send a Thank-You Note
- Check Your Answering Machine's Message
- Check Your Messages Frequently



Types of Interviews



One-on-One Interview



Panel Interview



Other Types of Interview

- Practice Case
- Test - Personality Inventory
- Informal Interview
- Extended Interview

So, What's Popular?

- Panel Interview (86%)
- One-on-One Interview (67%)
- Extended Interview (24%)
- Case Study (7%)
- Personality Assessment (3%)
- Other (1%)

The Future.....

- Virtual Reality (VR) Interview

Walmart is already testing it as a way to interview job candidates, says the retailer's head of learning, a man aptly named Andy Trainor. "With all the data you get from VR you can see where they look. You can see how they move and how they react," Trainor says. "You could do an interview in VR and based on the way they answer the questions you can preselect whether or not they'd be a good fit for that role."

Virtual Reality Goes To Work, Helping Train Employees, October 8, 2019. NPR

The Future.....

- Artificial Intelligence (AI)

Lots of Fortune 500 companies use some sort of AI to screen job candidates. In Sweden, recruiters are testing an AI-powered recruitment robot.

The robot being used by TNG, called Tengal, has been given a female voice and interacts with candidates by means of a talking head. Her face glows, and she can even mimic human facial expressions like blinking and smiling.

Can Artificial Intelligence Make The Hiring Process More Fair? April 8, 2019. NPR



Contact Information

- Brian Hill (bhill@apslearns.org)
- Rob Kubick (rkubick@apslearns.org)
- Jeff York (jeff@ospaonline.org)



ACTION VERBS

Administered	Increased
Advised	Instructed
Analyzed	Interpreted
Arbitrated	Intervened
Arranges	Interviewed
Assembled	Lectured
Assessed	Led
Assigned	Managed
Audited	Mediated
Budgeted	Moderated
Built	Motivated
Chaired	Negotiated
Collected	Operated
Contracted	Organized
Coordinated	Oversaw
Created	Planned
Critiqued	Produced
Decreased	Programmed
Delegated	Promoted
Designed	Publicized
Developed	Recommended
Devised	Recruited
Diagnosed	Rehabilitated
Directed	Remodeled
Drafted	Represented
Edited	Researched
Evaluated	Reviewed
Examined	Revised
Executed	Scheduled
Formulated	Selected
Guided	Supervised
Hired	Taught
Implemented	Trained
Improved	Updated
Wrote	

RESUME' CATEGORY HEADINGS

Education	Professional Certification
Academic Preparation	Certificates
Professional Studies	Licensure
Theses	Scholarships
Dissertation	Fellowships
Research	Academic Awards
Professional Highlights	Internships
Professional Experience	Teaching/Research
Teaching Experience	Assistantships
Administrative Experience	Graduate Fieldwork
Counseling Experience	Graduate Practica
Consulting Experience	Publications
Related Experience	Scholarly Publications
Academic Service	Books
Professional Service	Professional Papers
Faculty Leadership	Articles/Monographs
Committee Leadership	Reviews
Departmental Leadership	Exhibits/Exhibitions
Professional Activities	Honors/Distinctions
Scholarly Presentations	Awards
Conference Presentations	Activities
Convention Addresses	International Study
Workshop Presentations	Travel Abroad
Conference Participation	Language Competency
Conference Leadership	Computer Skills
Memberships	Skills
Affiliations	References
Professional Organizations	

Brian Hill

785 Carnegie Ave.

Akron, OH 44310

bhill@akron.k12.oh.us

330-848-2069

Objective: To obtain a position as a school psychologist and utilize my diagnostic, counseling, intervention and advocacy skills within a Response to Intervention tiered model.

Education: **John Carroll University**, University Heights, OH
Masters of Education in School Psychology, May 2007; GPA: 3.95

Ohio State University, Columbus, OH
Bachelor of Science in Psychology, Sociology minor, June 2004; GPA: 3.40

Professional Credentials: **Licensed School Psychologist** - Ohio Department of Education (OH1-11-1111)
(Anticipated July 1, 2008)

Professional Experience: **West Geauga School District**, Chesterland, OH
Intern School Psychologist (August 2007—Present)

West Geauga High and Middle School; RC Lindsey and Westwood Elementary

- Assist in conducting curriculum-based measurement benchmarking at all schools in the district and inputting into AIMSWEB data management system
- Utilize the tiered model of Response to Intervention when designing and implementing interventions and conducting multifactorial evaluations
- Assess students with norm-referenced tests within a variety of disability categories and age groups
- Compose re-evaluation reports and complete state mandated paperwork
- Guide counseling group of sixth grade students
- Counsel 3rd grade student one on one once a week
- Lead Intervention Assistance Team meetings, MFE meetings, and MFE re-evaluation meetings
- Present in-service to Middle School teachers and staff on mental health topics

Headlands Elementary School, Mentor, OH
Practicum Student (September 2006—June 2007)

- Implemented and created interventions for the general classroom
- Observed and interacted with the school psychologist once a week
- Administered cognitive, achievement, behavior rating scales, and adaptive behavior scales
- Participated in Intervention team meetings
- Performed systematic observations on students referred to I-team
- Contacted parents to discuss upcoming re-evaluations

Nordonia School District, Macedonia, OH
Test Administrator (Spring 2006 and Fall 2006)

- Aided in administering DIBELS benchmark tests to elementary school students

Ledgeview Elementary School, Macedonia, OH
Student Observer (January 2006 – May 2006)

- Observed a regular elementary teacher one day a week and helped students complete assignments and answer questions

B. Hill, p. 2

Related Experience:	<p>The Center for Dialysis Care Cleveland, Cleveland, OH <i>Patient Service Representative</i> (January 2005 – July 2006)</p> <ul style="list-style-type: none"> ▪ Arranged dialysis at outside clinics when patients travel ▪ Advised patients on insurance options and advocated for them with Medicare and Medicaid ▪ Resolved transportation problems <p>Ravenwood Mental Health, Chardon, OH <i>Case Manager</i> (June 2004-December 2005)</p> <ul style="list-style-type: none"> ▪ Advocated for patients with community agencies ▪ Monitored compliance with medication and therapy ▪ Provided support and reassurance
Professional Presentations:	<ul style="list-style-type: none"> ▪ Hill, B. (2007) <i>How to make your school safer</i>. Presented to parents at Schumacher Academy. ▪ Kubick, R., & Hill, B. (2007). <i>School violence: Prevention and intervention</i>. Presented as part of the School Psychology Series to school psychologists in the Akron Public Schools, Akron, Ohio. ▪ Hill, B. (2006). Pharmacological agents and their neural action in the treatment of attention-deficit/hyperactivity disorder. Presented to graduate students at Kent State University, Kent, Ohio. ▪ Hill, B. (2006). <i>The neurological bases of attention-deficit/hyperactivity disorder (ADHD)</i>. Presented to graduate students at Kent State University, Kent, Ohio.
Professional Affiliations:	<ul style="list-style-type: none"> ▪ National Association of School Psychologists (N.A.S.P.) – member since 2005 ▪ Ohio School Psychologists Association (O.S.P.A.). – member since 2005 ▪ American Psychological Association – Division 16 – member since 2007
Activities:	<ul style="list-style-type: none"> ▪ West Geauga School District, research committee member, 2007. ▪ School Psychologists Action Network – member, 2005. ▪ Mentor City Schools - Faculty Advisory Committee, member, 2006.
Available:	July 1, 2008
References:	Available upon request

COVER LETTER GUIDELINES

Every resume' you send should be accompanied by a cover letter. Although your resume' may not change much for a prospective audience, your cover letter certainly will. It should be specifically tailored to meet the individual requirements of the job for which you are applying.

Like the resume', the cover letter should be immaculate and free of errors (spelling, grammar, etc.). It should be formal and written in Standard English and, whenever possible, limited to one page.

Basic cover letter layout:

Date

Name (a specific name should be cited)

Title of person

Address

Dear Dr., Mr., Mrs., etc.

Paragraph 1 – indicate that you are aware of an open position. State how you found out about the position and the reasons why the position interests you.

Paragraph 2 – Highlight your qualifications. Don't just list items on your resume'. Expand on a couple of significant accomplishments in your experience that appear to mesh with the requirements/expectations of the position for which you are applying.

Paragraph 3 – Direct the reader to your enclosed resume'. Express your desire to obtain an interview. Give your phone number, but also state that you will contact the addressee to verify the receipt of your materials.

Sincerely,

Your name

Your address

Brian Hill
785 Carnegie Ave.
Akron, OH 44310

February 2, 2008

Dear Dr. Phillips;

I am writing today to express my interest in applying for your school psychologist position in the New Philadelphia School District. I am graduating this spring with a master's degree in School Psychology. I was pleased to discover the opening for a school psychologist through a posting on your district website. I have had many discussions with employees from your school district, as well as your retiring school psychologist, Mrs. Peters, about this position. In these conversations, I have found that New Philadelphia is a district that is in need of an array of interventions and supports for students with challenging academic and behavioral needs.

During my graduate training, I have acquired proficient skill in psychological, psychoeducational, adaptive, and achievement assessment. I have demonstrated skills in analyzing data, synthesizing findings, making recommendations, and monitoring progress. With respect to mental health skills, I have conducted treatment planning and design, along with providing individual and group counseling and interventions. I have also trained and assisted parents with coping and intervention strategies for their children.

I respectfully refer you to the attached resume and would welcome the opportunity to explain my experience and training in further detail. You can contact me at (330) 848-2069. I believe my professional qualities closely mirror those that you are seeking in candidates for the school psychologist position.

Sincerely,

Brian Hill
School Psychologist in Training

ELEMENTS OF A GOOD PORTFOLIO

Essential:

Resume'
 Certification
 Transcripts
 Letters of Reference
 Sample Reports
 Lists of Experiences
 Evidence of Coursework
 List of Inservices and Workshops

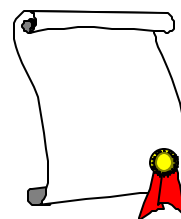
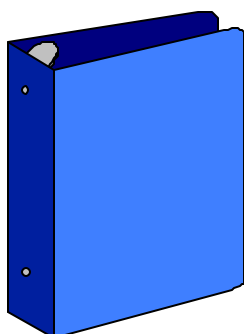
Helpful, But Non-Essential:

Rationale for Portfolio
 Awards
 Test Scores
 Personal Statement
 Sample Protocols
 Counseling Hours
 Intervention Case Study
 Consultation Case Study
 Coursework in Statistics and Research
 Research Experience
 Sample Research Project
 Grant Writing Knowledge

Non-Essential:

Audio or Video Tapes

Source: Smith, et. al (1995), Portfolios for school psychologists: The employer's perspective, The Ohio School Psychologist.



Preparing for a Career Fair

Before the Fair

- Research employers and create a short list of those you would like to meet at the fair
- Prepare and review your résumé and portfolio
- Print multiple copies of your résumé, at least two for each district for which you have an interest
- Store supplies in a portfolio or folder, so they are easily accessible
- Prepare a 10 second introduction that includes:
 - Your name
 - Your major and year or your status
 - Your career interests

“Hello, I’m Robert Kubick. I am a graduate student finishing my School Psychology Internship, and I am very interested in a full time position as a School Psychologist.”

“Hello, I’m Jeff York. I am a second year practicum student, and I am very interested in a School Psychology Internship with the Fairbanks School District.”

Day of the Fair

- Dress professionally
- Arrive early and follow check-in procedures
- Finalize your strategy to make sure you get to your top choices, but also see if new recruiters have been added to the fair
- Familiarize yourself with the physical layout of the fair
- Smile, initiate a hand shake, introduce yourself, and offer a resumé
- Follow cues from employer
- Show interest and ask questions
- Look for ways to relate your strengths to their needs
- Thank them for their time and ask about the next application steps
- Request a business card
- Take notes after important conversations

After the Fair

- Follow-up with a thank you letter or email to select recruiters
- Follow-up with the application process as directed by employers
- Save business cards for the future

Sources:

North Carolina State University Career Center, “Preparing for a Career Fair Checklist for Success,” 2009

Quintessential Careers: The Ten Keys to Success at Job and Career Fairs,” Randall S. Hansen, www.quintcareers.com

Standard Interview Questions

COLLEGE

1. Why did you select (Your College / University)? Your Major?
2. If you could do so, how would you plan you academic study differently?
3. What college subjects did you like least? Why? Best?
4. How has your college prepared you for your career?
5. Describe you most rewarding college experience?
6. Do you think that your grades are a good indication of your academic achievement?

GOALS

1. What are your goals in five years? Ten years? Why?
2. How do you plan to achieve your goals?
3. Do you plan an advanced degree?
4. What are the most important goals you expect in your career?

PERSONAL

1. What have you learned from participating in extra curricular activities?
2. Why did you choose the career for which you are preparing?
3. What 2 or 3 things are most important to you in your job?
4. How do you keep track of your appointments?
5. Give me 2 to 3 words to describe yourself.
6. How do you work under pressure?
7. What qualifications do you have that make you think that you will be successful in our company?
8. Why should I hire you?
9. Tell me about your best boss. Your worst boss.
10. What motivates you to put forth your greatest effort?
11. What do you consider to be your greatest strength? And weakness?
12. If you were hiring a graduate for this position, what qualities would you look for?
13. What 2 or 3 accomplishments have given you the most satisfaction? Why?
14. What have you learned from your mistakes?
15. Which is more important to you, the money or the type of job?
16. In what environment are you most comfortable?
17. Describe the relationship that should exist between a supervisor and subordinates.

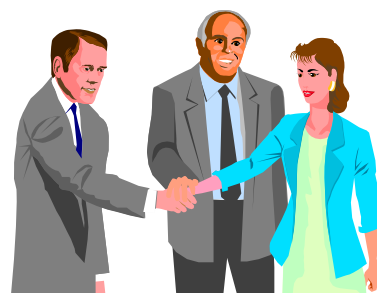
COMPANY

1. Why did you decide to seek a position with this company?
2. Are you seeking employment in a company of a certain size? Why?
3. What criteria are you using to evaluate the company for which you hope to work?
4. What do you expect to be earning in 5 years?
5. Are you willing to travel? Relocate? Drive to a satellite facility?
6. What do you know about our company?
7. What qualifications do you have that you think will make you successful in a company like ours?

Source: Cleveland State University Employment Center, Cleveland, Ohio

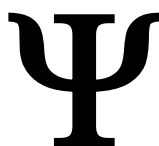
Harder Interview Questions

1. Give me a specific example of something you did that helped build enthusiasm in others.
2. Tell me about a difficult situation when it was desirable for you to keep a positive attitude. What did you do?
3. Give me an example of a time you had to make an important decision. How did you make the decision? How did it affect you today?
4. Give me an example of a time you had to persuade other people to take action. Were you successful?
5. Tell me about a time when you had to deal with a difficult person. How did you handle the situation?
6. Tell me about a time that you had to handle multiple responsibilities. How did you organize the work you needed to do?
7. Of all your roommates you've had during school, who was the toughest to live with? What did you do to make the situation better?
8. Tell me about a decision you made and how it affects you today.
9. What is it you wish you would have known about the day-to-day responsibilities of your last job or the long-term plans of your previous employer?
10. What are your weaknesses? What would you like to be better at?
11. Tell me about a time when you had to make a decision, but didn't have all the information you needed.
12. What suggestions do you have for our organization?
13. What is the biggest mistake you've made?
14. Was there anything today that you were afraid I was going to ask you? Why did it make you uncomfortable?



School Psychology Specific Interview Questions

1. Why do you want to be a School Psychologist?
2. What is your philosophy of education?
3. With what kind of student do you most (least) like to work?
4. Describe your consultation style.
5. Would you like to be involved in school (community) activities?
6. What do you plan to be doing in five years? What are your career goals?
7. Describe your internship experience.
8. What was your biggest problem in your internship? How did you resolve it?
9. What three words would your students use to describe you?
10. How do you individualize your consultation / counseling?
11. How many cases did you handle during your internship?
12. What kind of cases did you encounter in your internship?
13. How knowledgeable are you in respects to IDEA and Section 504?
14. What grade level to you prefer? Why?
15. Why do you want to work in our district?
16. What do you know about our school district?
17. Why should our school district hire you?
18. What do you expect from your supervisor?
19. Describe your typical day as a School Psychology Intern?
20. How do you plan on juggling the demands of our district?
21. How do you plan on working with teachers, administrators, and parents of a school when you are only there twice a month?



Topics for School Psychologists

IDEIA (Individuals with Disabilities Education Improvement Act of 2004)
 No Child Left Behind (Reauthorization of Elementary and Secondary Education Act (ESEA)
 Section 504
 Student Consultation
 Parent Consultation
 Staff Consultation
 Crisis Intervention
 Functional Behavioral Assessment (FBA)
 Academic Interventions
 Behavioral Interventions
 Social Skills Training
 Anger Management
 Individual Group Counseling
 Group Counseling
 Curriculum Based Assessment (CBA)
 Intervention Assistance Teams (IAT)
 High Incidence Disabilities
 Low Incidence Disabilities
 English as a Second Language
 Referral to Human Services
 Stress Relief
 Suicide Ideation
 Suicide Attempts
 Death Adjustment Issues
 Manifestation Determination
 Phonics Approach to Reading
 Whole Language Approach to Reading
 Reading Recovery Program
 Extended School Year
 Hearing Impaired
 Visual Impaired
 Substantially Limiting
 Peer Counseling
 Response to Intervention (RTI)
 Discrepancy Model for Learning Disability Identification
 ADHD – Diagnosis and Interventions
 Bipolar Disorder
 Autism Spectrum Disorders
 Positive Behavior Support
 Pyramid of Learning
 Tier One Intervention
 Tier Two Intervention
 Tier Three Intervention
 Due Process
 Parental Rights / Safeguards
 Confidentiality Issues
 Parent Surrogate
 Guardian Ad Litem

Questions for You to Ask

1. What is the student / teacher ratio?
2. What is the caseload per psychologist?
3. How many schools will I be in charge of?
4. Tell me about the students who attend this school.
5. What support staff members are available to help students, teachers, and parents?
6. Will I be considered under the teacher's contract or the administrator's contract?
7. How large is the school psychology department?
8. What is the chain of command in your district, and where do school psychologists fit?
9. How do administrators and teachers feel about new staff?
10. What discipline procedures does the district use?
11. Do parents support the schools?
12. Does the community support the schools?
13. What allowances are provided for supplies and materials?
14. What testing equipment will be provided?
15. What continuing education options does your district offer for School Psychologists and teachers?
16. What advancement options are available to me as a School Psychologist?
17. What are prospects for future growth in this community and its schools?
18. What would a typical day look like for a School Psychologist in your school district?

