

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

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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

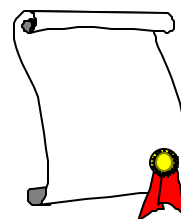
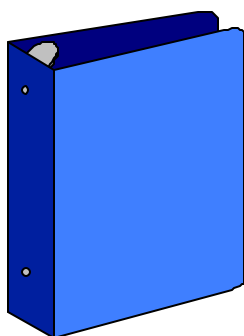
Helpful, But Non-Essential:

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.

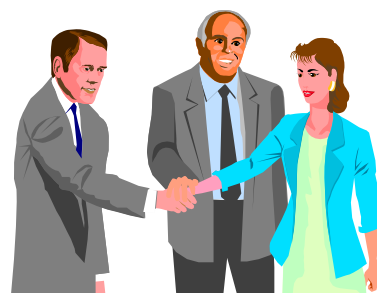
COMPANY

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

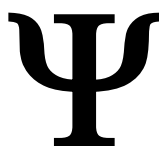
Harder Interview Questions

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?

