

EdS Internship Guide:

*Tips for finding internships,
cover letters, CVs,
portfolios, interviewing,
etc.*

Important things to do when beginning the Internship search:

1. Request recommendation letters early. Three is typically the magic number. Most places will want a letter from a university professor, your practicum supervisor, and another of your choice.
2. Request transcripts (undergraduate and graduate). Some places will want official; others will accept unofficial or copies. Use your judgment on how many official transcripts to request. (UK transcripts cost \$10 each.)
3. Update your Vita.
4. Write your cover letter.
5. Sanitize a couple reports (this should already be done for practicum class). Some sites will ask you to send examples of reports you have written with the application. Think about what your best reports are that show your range of skills.
6. Think about what YOU want for your internship experience. Example: if you do not want to work in a rural area, an internship in a rural area would not be the best fit for you.
7. For Kentucky, complete the KY REAP application online: <http://www.kyreap.net/>
8. Do not contact districts over holiday break: your emails will most likely get buried. I began emailing right after schools were back in session, and got a good amount of responses very quickly.

Information from Dr. Hammond:

UK Requirements

1. Provisional Certification:
 - a. Dr. Schroeder will come and talk to the class: 166 TEB / 859.257.8691 / gschr1@uky.edu
 - epsb.ky.gov/certification/certregs.asp
 - Provisional Certificate- standard application- TC-1
 - Make sure you have accounts in ETS and EPSB, Praxis Scores, info. About state regs
 - Wait until you're employed/know you will be employed
 - **State certification:** <http://education.uky.edu/AcadServ/content/50-states-certification-requirements>
 - Register in EPSB site
 - Register for Fall EDP 708 Internship in School Psychology

Where do you want to work? Where are you willing to go?

Application/Contacting Districts

1. Look on KDE website (and/or other state websites) and see what is available
 - a. Make sure to look on district websites, not only KDE because many wouldn't post on KDE until later, and possibly even after inviting people to interviews.
2. Complete state based application (KY is kyreap). DO NOT WAIT on this. This process can take a while.
3. Contact District. Usually will be the DOSE or a Lead Psychologist. Even if a posting is not up, it will not hurt to get your name out there. Send an email expressing interest.
4. An intern indicated "In the email, I just mentioned that I was interested in working in their area and would be on internship and would love to meet with them if they had a position open for an intern for the following year"

CV and Cover Letters

1. Submit with the email a cover letter and resume/CV. You can include these documents as attachments OR after sending the email, follow with cover letter and CV (it is nice for administrators to not have to print your materials).
2. Obtain permission to be a reference ahead of time
3. What should you include on your CV? What is relevant for the objective of obtaining an internship?
4. What separates you from others? Think about your strengths and experiences

Preparation and Interviewing Skills

1. The administrators I talked to were looking for:
 - a. Varied Experiences and knowledge of different populations (e.g., RTI; students with ADHD, ASD; ELL)
"Give as many different assessments as you can this year because they will ask you what you are familiar with and which ones you prefer and why...the more you know and the more tests you are familiar with the more impressed they will be. I was asked some version of that question at every one of my interviews"
 - b. Bring a portfolio and **be able to** leave it with the interviewer
 - i. Provide examples of reports and intervention data
 - ii. *Examples of a specific intervention and data that you collected is always a good thing to have, the interviews where I did go over my intervention and my data they were impressed. And I just offered it up when we were on the topic, so even if they don't ask for it you may want to pull it out when appropriate*
 - c. Professional dress and conversation

- d. Interviews often include scenarios. You need to practice your verbal problem-solving skills and be able to produce on the spot. Think about what we do in class/ your training background.
- e. Consider your preferences and your beliefs – what do you want to stress in an interview? Being up front vs. being too closed off
- f. *“Research the school system really well! I felt like they were really flattered and impressed when I knew names and current news/info about their district”*
- g. *“Be prepared every time to go over results of a report (I had to do that in every interview).”*
- h. *Be prepared for questions on RTI, data collection, and the entire process (first several weeks of RTI/data collection, referral meeting, accept referral, evaluate based on suspected disability, etc...)*
- i. *“In every interview I was asked something about inclusion of SPED students in reg. ed. Classes”*
- j. *** A willingness to work ***
 - i. *“Important that you let them know that you are a fast learner and a hard worker, because both of those qualities are so important, especially for an intern”*
- k. *Commonly asked questions (one student prepared for these prior to every interview)*
 - strength/weakness
 - why school psychologist
 - why our district (good time to bring up what you researched)
 - something interesting about yourself
 - one of the biggest challenges I have encountered
 - why should we hire you
 - familiarity with RTI implementation
 - have prepared questions for the district

Creating a Curriculum Vitae Tips

- Making It Easy for Your Overburdened Audience: Organization, Clarity and Consistency (<https://career.berkeley.edu/Phds/PhDCV.stm>)
 - **Organization** - means that your information is presented in a manner that highlights what is most relevant and pulls the reader's eye directly to it, rather than making him/her search for it (bold certain parts, keep information ordered chronologically, bullet certain points, create clear markers for separate sections (e.g., practicum experience, research experience) etc.).
 - **Clarity** - achieved by the use of concise, unambiguous language and formatting options that help the reader easily assimilate the information you want to convey. Awkward phrasing, cryptic wording, etc. create speed bumps which distract the reader, and interfere with their ability to apprehend the critical information contained in your CV.
 - **Consistency** – when using certain formatting options (e.g., bolding, bullets, etc.) make sure these are used consistently throughout your CV.
- Difference between a CV and a resume (http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/0000/how_to_write_a_winning_resume):
 - **CV** – full list of educational and professional accomplishments, lengthy, used for academic and research positions.
 - **Resume** - A summary of your experience and skills that are most pertinent to the advertised position, usually only one page, used for every other type of job outside of academia and research.
 - Microsoft Word offers a decent template for a resume builder
 - Both contain professional information about your experiences (best not to include personal/irrelevant information).
- Most CV's contain (in varying orders): (http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/0000/how_to_write_a_winning_resume)
 - Your Name and Address
 - Education
 - Fellowships and Awards
 - Practical Experience/Practicum (include information about specific assessments used, consultations, counseling, RTI experience, etc.)
 - Teaching Experience
 - Research Experience
 - Publications and Presentation

- Works in Progress
- Related Professional Experience
- Volunteer Experience
- Professional Organizations
- References (Provide title, university/district affiliation, degree, phone number)

EDUCATION MANAGER

Trilingual: Sesotho, English, French

Rethabile MASILO
139, rue de l'Ouest
75014 Paris
Tel.: 33-6.50.51.55.89 or 33-1 74 11 74 44
retjoun@gmail.com

EXPERIENCE

<i>Depuis 2000</i> <i>(BLS) / Paris-la Défense</i> <i>Business Training</i>	<ul style="list-style-type: none">* Head of Distance Learning, On-line Training Project Manager, Instructional Designer* Project Manager in charge of an on-line team of tutors for Renault, the French car maker; participation in setting up the pedagogical tools as well as aims and evaluation tools* Designing the BLS web site and developing the corresponding multimedia training tools
<hr/> <i>1996-2000</i> <i>(Gaps Formations) / Paris</i> <i>Adult Education</i>	<ul style="list-style-type: none">* In charge of a lab devoted to pedagogical experimentation and tool testing, Language examiner with Oxford Evaluations and TOEIC®* Organising e-banking seminars* Translating medical reports and technical documents, creating and adapting pedagogical tools.* Translating medical reports and technical documents, creating and adapting pedagogical tools.
<hr/> <i>1996-1998</i> <i>(Net-Concept) / St-Cloud</i> <i>Web Agency</i>	<ul style="list-style-type: none">* Freelancing consultant in charge of the client-base* Marketing Project Manager; development of commercial documents* Definition of the editorial charter.

EDUCATION

<i>2004</i>	* Course in Project Management , <u>Business Language Skills</u>
<i>1985-1986</i>	* <u>Maryville College</u> -- USA, Tennessee: English Literature
<i>1981-1985</i>	* <u>Maryville College</u> -- USA, Tennessee: BA, biology
<i>1978-1980</i>	* <u>National University of Lesotho</u> , Roma: Natural Sciences (pre-med)

EXTRA-PROFESSIONAL ACTIVITIES

<i>Internet & Computers</i>	<ul style="list-style-type: none">* Web tools : FrontPage, Dreamweaver, Fireworks, Araneae, The Créaweb software of OnlineFormaPro as well as some functions of the collaborative tool OnlineAgora* Office : Access, Windows, Office Pack and NetMeeting de Microsoft* Languages <u>DOM</u>, HTML, DHTML, CSS, JavaScript and PHP + mySQL.
<i>Publications</i>	* Poems in the American literary magazine <u>Canopic Jar</u> , and poems in the book " <u>Guts from the Urn</u> : Selected Writings from Canopic Jar.

This provides a good example of establishing clear sections and organization of content.

Other good examples can be viewed through our department website of our own faculty's CVs.

Sample Inquiry Letter

April 15, 2011

Blank Unified School District

123 S. Blank Blvd.

Blank, CA 90640-4729

Dear Ms. Mendelson:

My name is Kimberly Stabler and I am in the process of completing the EdS program in School Psychology at the University of Kentucky. I am contacting you to inquire whether your district will have any full-time internship positions available for the 2012-2013 academic school year, or if your district will allow interns to apply for posted school psychologist openings.

I have completed my Master's degree, and in the summer will have completed an additional 27 credit hours above my Master's degree. I also completed a graduate certificate in developmental disabilities through the Human Development Institute at the University of Kentucky. For my EdS degree, my program requires a 1500-hour internship with supervision from a certified school psychologist.

I am looking for a position that will provide me with a comprehensive set of experiences including _____. I would appreciate the opportunity to work in your school district. I understand that your district _____. This is appealing to me because _____. My practica and additional experiences through graduate assistantships have provided me with extensive experience working with children with various disabilities or difficulties.

I have attached my curriculum vitae for your consideration. I will also be attending the NASP convention this February in Philadelphia, in case there is an opportunity to discuss this further. Please do not hesitate to contact me with any questions you may have. I look forward to hearing from you.

Sincerely,

Kimberly Stabler, MS

Educational Specialist Candidate, School Psychology

University of Kentucky

Sample Cover Letter- Application

NAME LASTNAME

123 S. Name St. Apt. 1 • Glendale, CA 91202 • 818-123-4567 cell email@gmail.com

April 15, 2011

Blank Unified School District

123 S. Blank Blvd.
Blank, CA 90640-4729

Dear Ms. Mendelson:

I am writing to apply for the position of school psychologist intern at Blank Unified School District. Currently a candidate for a Master of Science Degree in Counseling and a PPS credential in School Psychology and Child, Welfare and Attendance in the APA-accredited school psychology program at California State University, Los Angeles, I believe I have a wide variety of relevant professional experiences and graduate-level coursework from which to build upon in enhancing my psychological skills in your program.

Please find enclosed the following materials that may assist you in considering me for this position:

- Resume
- Letters of Recommendation
- List of Assessment Instruments Administered
- University Transcript (official transcript available upon request)
- Sample Psychological Reports

I am very enthusiastic about participating as a school psychology intern in your district. From my discussions with current and former interns, your district's internship experience comes highly recommended, and is a good fit with my interests and skills. I have a particular interest in working with children from diverse populations, and have completed a variety of courses that pay particular attention to linguistic, cultural, and socioeconomic issues that may arise when working with minority children and families.

I welcome the unique opportunity to work with supervisors and staff at Blank Unified School District, and look forward to hearing from you. I am available for telephone and site-visit interviews and can be reached via phone or email at the above listings.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Name LastName

Master of Science Candidate, School Psychology

California State University, Los Angeles

Tips from an out-of-state Internship Student (Spring 2011; *updates in italics*)

- Extra steps vs. in-state: I don't think I had any extra steps per se. I applied both in state and out of state and really did the same thing. The only extra step was just looking at other states' postings. My cover letter was really generic and I tailored it slightly for each position.
- Time line: I started as soon as I could after Christmas, but really didn't get serious until the beginning of March. The economy is down, so things may not be posted that early. Another helpful place to look is the state organizations...sometimes they'll post jobs and internships. I know VA has an internship posted on their state org).
 - *Many states have deadlines in January and February- check spreadsheet for those states.*
- Travel: I really only interviewed for 3 positions (2 out of state, 1 in). I did a phone interview for the place I ended up (my supervisor suggested since he didn't really expect me to travel for an interview. I did travel for a site visit after he offered me the job...that I do recommend). If a place wants you to do an in-person interview and that's not possible for you, suggest a phone one or a skype one. If they can't cater and you want the job, then definitely travel otherwise I say prioritize whether you really want it.
 - *Some places will not offer phone or Skype interviews (definitely ask first)- if you are really interested in the job, be prepared to have to travel to interview. Weigh how important the job is to you versus other options you have.*
- Learning state regs: I didn't know my state's regs when I applied (or even when I interviewed). My supervisor has been fantastic about recognizing that it's a new state...the other intern is also from out of state. Maybe if you find your dream position and it's in a different state look over the regs so you can spot obvious differences. My big advice is once you get a job and if it is out of state, read over the regs before you start working. It helps keep you from looking clueless :) But don't fret too much because every state has basically the same regs (remember that the Feds send out rules that each state has to at least meet, some states get more specific on certain areas, but the bare bones of the regs are the same)
 - *It is definitely to your advantage to have a basic idea of what the major differences in the state are before you interview (disability categories, etc.). This shows the committee that you are serious about the position and have done your research.*

General tips:

- Get your letters of rec early.
- Get your transcripts (and many copies) early.

- Print out a boatload of your Praxis score results while they're free :)
- Even if you are thinking of applying out of state, apply for KY certification when you're eligible.
- Finally, don't be afraid to go out of state! I know it can be difficult once you're settled in KY, but this is a great opportunity to travel and work elsewhere. Don't limit yourself by only looking in state because the economy is not great and you may not get a job right away (or at all).
- When you do interview, ask questions (even if you think they're dumb...ask about contract, school calendar, expectations for you, whether they've had interns, average number of evals a year, etc. Make sure you can work in the district with your supervisor for a year.
 - *Bring a portfolio to your interview. I brought a binder divided up into sections and offered for them to keep it. The committees seemed to be impressed, and even used my portfolio to help guide discussion in my interview.*
- And once you do get a job, advocate for yourself...make sure you're getting the experiences and support you need. Also, I know it's stressful not knowing what's going to happen next year, but be sure you're applying for jobs that you want. I know a job is nice, but I don't recommend applying for jobs in tiny districts if you want to work with urban kids. Remember, you have to live and function in that town for a year, and once you're out of school you'd be surprised at how much free time you have.

Other Helpful Information:

- Guide from NASP 2012 Convention session “Getting and keeping your first job” :
http://www.nasponline.org/conventions/2012/handouts/ss/SE02_Getting_&_Keeping_First_Job.pdf

Interviewing

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 do 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?

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?