



NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

## Bringing Your Vita to Life: Preparing for Internship & Early Career Positions

A Curriculum vitae, also known as a CV or Vita, is a document used in our profession to record career accomplishments and achievements that can be included as part of the application process for externships, internships, and practitioner or university positions.

### **Résumé or Vita: What is the Difference?**

The differences between curricula vitae and résumés are more than semantics. Typically, a résumé is limited to one or two pages, highlighting only those experiences and credentials that the author considers most relevant to a desired position. On the other hand, a *Curriculum vitae*—a Latin phrase meaning "course of life,"—encompasses a much broader range of skills and experiences.

The headings and organization presented below and in the accompanying sample are typical of a vita. It is important to note that the order of the sections and presentation style varies with each individual according to personal style and individual strengths. Some individuals may choose to highlight their experiences in a narrative form, while others choose bullets. Still others may experiment with a range of fonts. Additionally, past experiences relevant to the desired position can be brought to the readers' attention by using **bold**, CAPITALIZED, *italic*, or underlined text. No matter which style you choose, information within each section should be listed in reverse chronological order (i.e., most recent experiences listed first) and be presented in a way that emphasizes your unique training and skills.

### ***Heading***

The heading should include your name and contact information (address, telephone number, fax number, and e-mail address) and is frequently centered at the top of the document. You might choose to include both personal and department or employment addresses if you want to emphasize your current academic affiliation.

### ***Education***

Educational history can be organized in numerous ways; however, each degree entry should contain the university attended, the month and year you graduated (or expected month and year), and the degree major and minor earned, if applicable. If you graduated or will graduate from a NASP-approved program, then this approval should be listed in the entry. Similarly, doctoral students should list NASP approval and/or APA accreditation, if applicable.

Degrees should be entered beginning with your most recent degree earned and ending with your bachelor's degree. Listing grade point averages is not necessary, especially for graduate education; however, undergraduate distinctions (other than GPA) should be noted (e.g., cum laude, distinction, completion of a baccalaureate honors thesis). Depending on the intended audience, individuals may list their Master's thesis or dissertation title as well as their graduate or research advisor's name. This may be of interest when applying for academic positions; however, if the position is a school-based internship or school psychologist position, the advisor's name is likely not necessary.

### ***Professional Credentials & Certificates***

Individuals applying for jobs in states that require an internship credential and/or basic skills test (e.g., PRAXIS II, jurisprudence examination, etc.) should list their credentials and/or test passage date. In addition, expected credentials such as a (state) school psychology credential or NCSP could be included. Be sure to indicate when the documents were submitted for review. Lastly, related credentials could also be listed, such as an active teaching certificate or credential.

### ***Language Fluencies***

Language fluencies should be an objective representation of your skills. Two to four years of high school language classes rarely, if ever, equal the fluency needed to work with children and parents whose native language is not English. Be honest about your skills. Those with native-language ability should indicate specific levels of fluency in oral communication, reading, and writing. It may be helpful to use a scale, such as The Interagency Language Roundtable (ILR), to help you assess your proficiency ([www.utm.edu/staff/globeg/ilrhome.shtml](http://www.utm.edu/staff/globeg/ilrhome.shtml)).

### ***Specialized Training in School Psychology***

If your program has provided focused or specialized training, then you should list and describe your experiences. Specifically, you can describe an area of specialization that you are pursuing (e.g., neuropsychology, behavior analysis, bilingual certification), or list the federally funded projects in which you are involved (e.g., training and research grants).

### ***School Psychology Field/Practicum and Internship Experiences***

Beginning with the most recent experience, each listing should include: school, district, grade levels, dates, field supervisor, number of days and/or hours on site, and a description of responsibilities (list primary activities first). A minimum 1200 hour (specialist-level) or 1500 hour (doctoral-level) internship is required by NASP and should be noted in the entry. Also, completion of an APA accredited pre-doctoral internship should be similarly noted. Lastly, any internship should be listed separately from your work as a fully credentialed practitioner.

### ***Graduate Assistantship Experience***

Graduate assistantships typically include teaching, research, or other related positions within the school psychology or related program. Many assistantships require a time commitment (e.g., 10–20 hours per week) with assigned responsibilities. Assistantships including your responsibilities should be highlighted in reverse chronological order.

### ***Related Experience***

Previous positions related to the development of your skills in school psychology can help enhance your employment application. Entries can be listed in reverse chronological order, or if you have had various related experiences, you may want to arrange information in different groups (e.g., counseling, teaching, research, program development etc.). While a range of presentation styles may be used, the following information should be included: facility (i.e., school, hospital, agency, consortium); grade or age levels; location and time on site (full-time, part-time, or specific hours); and a description of your responsibilities and activities.

### ***Publications***

Organize publications in reverse chronological order. It may be helpful to highlight your name in **bold**, especially if you are one of several authors on a manuscript. See the current edition of the APA Style manual for appropriate formatting ([www.apastyle.org/](http://www.apastyle.org/)).

### ***Conference Presentations***

Organize presentations in reverse chronological order. Follow the guidelines in the current edition of the APA Style manual for appropriate information to include.

### ***Workshops Provided***

If you have delivered workshops or inservice presentations at a conference or school, you can organize these experiences in reverse chronological order or by topic rather than by date. Provide a brief description of the workshop, and then list the audiences and dates of presentations.

### ***Professional Development***

List important professional development workshops or other training experiences in which you participated, particularly those in which you earned continuing professional development (CPDs) or continuing education units (CEUs). Provide descriptive information for each listing, including the dates (month, year), location, and name of workshop provider.

### ***Professional Associations: Membership***

List the professional associations in which you hold active membership. Associations can be listed alphabetically or by level of involvement. Dates of membership are optional.

### ***Professional Associations: Leadership***

If you have served in a leadership role at a local, state, or national level, you should include a separate section to discuss your leadership activities (e.g., service as a Student Representative for your state association, NASP Student Leader). Leadership positions in your school psychology program may also be incorporated here (e.g., participation on the school psychology program committee, advisory board, university-based student association, or admissions advisory committee).

### ***References***

For the purposes of a field-based internship or a credentialed school psychologist position, list references, including names, titles, and contact information. References typically include a range of individuals such as faculty members, field supervisors, and school-based colleagues.

Name

123 ABC Street  
City, State, Zip  
name@address.com  
(###) 123 - 4567 (home)  
(###) 123 - 4567 (fax)

**PhD School Psychology**

University of ABC, City, State  
NASP-approved, APA-accredited program  
Dissertation: Title  
Research Advisor: John Smith, PhD  
Expected August 20XX

**EdS School Psychology**

ABC State University, City, State  
NASP-approved, NCATE-accredited program  
May 20XX

**BA Psychology**

Minor in Elementary Education  
ABC College, City, State  
*Cum Laude*  
August 20XX

**CREDENTIALS AND CERTIFICATES**

Nationally Certified School Psychologist (NCSP)  
Certification # 12345  
7/20XX – 7/20XX

**SPECIALIZED TRAINING IN SCHOOL PSYCHOLOGY**

**Traineeship, Applied Behavioral Analysis (ABA), 20XX-20XX**

Completed the requirements of a USDE grant that trained school psychology graduate students to work with children with autism spectrum and behavioral disorders within urban school systems. Requirements included three courses (nine semester credits) of related coursework, and a year-long practicum at a school site that serves children with autism and behavioral disorders.

## **FIELD EXPERIENCES IN SCHOOL PSYCHOLOGY**

### ***School Psychology Intern, ABC School District, 20XX-20XX***

Sally Smith, NCSP, Supervising School Psychologist

*Completed a 1500-hour doctoral internship where I provided a range of psychological services to children in grades K–9.*

- Consulted and collaborated with teachers, administrators, and parents
- Participated on School Consultation Teams
- Developed, implemented, and evaluated behavior intervention plans
- Conducted comprehensive evaluations, including ecological, curriculum based measurement, dynamic assessment, and standardized testing
- Contributed to IEP development for children with learning, language, and emotional disabilities
- Maintained an individual counseling caseload
- Provided group counseling that focused on issues related to self-esteem and social skills development

## **GRADUATE ASSISTANTSHIP**

### ***Program Assistant, XYZ University, School Psychology Program, 20XX-20XX***

Joe Johnson, PhD, NCSP, Supervising Faculty Member

*A 9-Month assistantship consisting of 20-hours per week*

- Supported faculty with undergraduate study skills courses
  - Tasks include grading, occasional lecturing, meeting with students, lab set ups, and other duties as assigned
- Assisted with specific tasks and assignments associated with NCATE accreditation preparation (i.e., electronic documents, web interface, data retrieval and entry into databases, consultant/review team arrangements, correspondence, etc.)
- Developed electronic brochures, student survey and generation of program reports as needed by department faculty

## **RELATED EXPERIENCE**

### ***Support Staff, ABC Mental Health Agency, 20XX-20XX***

City, State

Jane Doe, PsyD, Supervising Clinical Psychologist

*Purpose: A part-time position providing group therapy as an outpatient service for children with emotional disabilities. Completed 1000 hours.*

- Consulted and collaborated with staff and parents regarding treatment plans and services
- Developed intervention plans and goals
- Maintained an individual counseling caseload and provided group counseling that focused on a wide range of issues including divorce, drug abuse, and social skills development

## **PUBLICATIONS**

Doe, J. (In press). Culturally competent practice: Training and supervision. *School Psychology Review*, XX, xxx-xxx.

Smith, J., & Doe, J. (2008). Working together: The value of supervision. *School Psychology Quarterly*, XX, xxx-xxx.

## **CONFERENCE PRESENTATIONS**

Smith, J., Doe, J., & Brown, R. (2008, March). *Experimental evaluation of a prevention program developing socioemotional competencies*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

## **WORKSHOPS PROVIDED**

Doe, J. (2008, August, 18). *All the necessary tools for implementing RTI*. Inservice presented to teachers across grades 6–8 at ABC Middle School. Information presented included strategies for data collection and monitoring as well as a review of the problem-solving process used by school-based teams.

## **PROFESSIONAL DEVELOPMENT**

**PREPaRE: Prevention and Preparedness—The Comprehensive School Crisis Team**  
December 20XX  
Presenter: Sam Johnson  
Received *certificate of continuing professional development* for 8 hours of training

### **Recent Legal Developments in Special Education**

November 20XX  
Presenter: ABC Law Offices  
Some State Association of School Psychologists Conference 20XX  
Received *certificate of continuing professional development* for 3 hours of training

### **Improving Advocacy Skills Within Your School: A Focus on School-Wide Collaboration**

May 20XX  
Presenter: Sally Smith  
XYZ County School System

## **PROFESSIONAL ASSOCIATIONS: LEADERSHIP**

*Student Leader*, 20XX–20XX, National Association of School Psychologists  
The role of a NASP Student Leader is to serve as a liaison between NASP and the graduate students in a university school psychology program.

- Distributed information to fellow students regarding NASP resources and upcoming events;

- Developed and participated in a School Psychology Awareness Week outreach activity in the fall that included the sale of school psychology t-shirts;
- Developed and participated in an advocacy activity in the spring;
- Gave feedback to NASP as requested on various student initiatives;
- Collected information from colleagues to help with student resource development; and
- Posted regularly on the student and Student Leader Online Communities.

*CLD Recruitment Ambassador, 20XX – 20XX, National Association of School Psychologists*  
 The role of a CLD Ambassador is to serve as a spokesperson for the profession and NASP by delivering school psychology recruitment presentations to undergraduate students from culturally and linguistically diverse backgrounds.

- Presented NASP Career PowerPoint presentation to undergraduate classes (psychology & ethnic studies courses) in institutions with large numbers of students from diverse backgrounds
- Provided NASP resources to students, and answered questions
- Distributed surveys at presentations to evaluate the presentation and collect data on the program
- Conducted two school psychology career presentations per year

### **PROFESSIONAL ASSOCIATIONS: MEMBERSHIPS**

National Association of School Psychologists  
 State Association of School Psychologists  
 American Psychological Association: Division 16  
 Local Association of School Psychologists  
 Student Affiliates of School Psychology: APA  
 Psi Chi Honor Society

### **REFERENCES**

Anna M. Peña, NCSP  
 School Psychologist  
 ABC County School System  
[Apena@abc.edu](mailto:Apena@abc.edu)  
 XXX-XXX-XXXX

Janeann Lineman, NCSP  
 School Psychologist  
 XYZ School District  
[Jlineman@xyz.edu](mailto:Jlineman@xyz.edu)  
 XXX-XXX-XXXX

*This fact sheet was developed by Anna M. Peña, NCSP, School Psychologist and Member of the NASP Student Development Workgroup, and reviewed by NASP staff and school psychology faculty members.*