Advice From Retired School Psychology Faculty to Graduate Students, Beginning School Psychologists, and Faculty

“Whatever you do, be sure to...”

Edited by:
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INTRODUCTION

Some years ago, a school psychology colleague of ours lamented that it was a shame to lose much of the wisdom that had taken decades to acquire when fellow school psychology faculty retired. This is especially true given the large number of faculty retirees in recent years. The goal of the current project was to collect and save for posterity some of that wisdom.

We compiled an initial list of notable, retired school psychology faculty and contact information from among known colleagues, who in turn recommended and provided contact information for others. From that list we sent 43 invitations to participate, received 37 responses, and ultimately had 31 contributors (a 72% response rate). Initial requests and follow-up reminders occurred via email.

Contributors included a virtual who’s who of retired school psychology faculty, including former presidents of the National Association of School Psychologists (NASP), former board members of the Trainers of School Psychologists (TSP), NASP Lifetime Achievement Award winners, and leaders and award winners of the Council of Directors of School Psychology Programs (CDSPP), Division 16 of the American Psychological Association (APA), and other organizations. Some authors initiated or contributed to major policies or initiatives at the state, regional, and/or national levels. Collectively, they authored countless grants, professional articles, book chapters and books, psychoeducational tests, and other professional materials for graduate students, practitioners, faculty, administrators, and policy makers.

Each participant was asked to provide a brief biography, along with up to five responses to each of the following questions:

- What is the best advice you can give to a graduate student starting out in school psychology?
- What is the best advice you can give to a new school psychology faculty member?
- What is the best advice you can give to a new school psychology graduate program director?
- What is the best advice you can give to a beginning school psychologist?
- What is the best advice you can give to a retiring school psychologist or school psychology faculty member?

Except for editorial changes, participant responses were published as they were received. The responses represent over 1,000 years of collective experience as graduate students, school psychologists, school psychology or school administrators, researchers, university faculty, and university administrators. We hope that the collective wisdom that is represented is helpful to those who are studying to be school psychologists, those who are working as school psychologists or university faculty including those assuming roles as program administrators, and those who are considering or planning retirement.
CONTRIBUTOR BRIEF BIOGRAPHIES

George M. Batsche received his doctoral degree in School Psychology from Ball State University. In 2018, he retired from the University of South Florida (USF-Tampa), where he served as a member of the school psychology faculty, coordinator of graduate programs in school psychology, and director/codirector of the Institute for School Reform. George spent 40 years as a school psychologist, director of testing/psychological services, psychologist in private practice, and university professor. His accomplishments include mentoring many students and new faculty, establishing the Institute for School Reform, contributing to the literature, and serving as a President of NASP. His awards include Lifetime Achievement, Legends in School Psychology, Presidential, and Distinguished Service awards from NASP and ISPA, as well as Distinguished Service Awards from the Dean and President of USF.

Bruce Bracken obtained a PhD from the University of Georgia in 1979 and retired in 2020 from The College of William & Mary. Bruce is an APA Fellow and received the Division 16 Senior Scientist and University of Georgia Lifetime Achievement awards. He authored the Bracken Basic Concept Scale and coauthored the Universal Nonverbal Intelligence Test, the Clinical Assessment of Behavior, Clinical Assessment of Depression, Clinical Assessment of Attention Deficit, and Clinical Assessment of Interpersonal Relations. He coedited five editions of the Psychoeducational Assessment of Preschool Children, edited the Handbook of Self-Concept, and coauthored the Essentials of Nonverbal Assessment. He is a Past President of the International Test Commission, he cofounded the Journal of Psychoeducational Assessment, and he has published two novels, Invisible and The Hollidaysburg Christmas Miracle.

Cindy Carlson, Professor (phased retirement), will retire in 2023 after 41 years in the School Psychology Program, Department of Educational Psychology, at the University of Texas at Austin (UT), where she has worked since earning her doctorate in 1982 from Indiana University. At UT, she served as school psychology program chair, department graduate advisor, and department chair. Her notable honors, awards, and accomplishments include: APA Division 16 (School Psychology) President, Council Representative, APA Division 16 Distinguished Service Award recipient; APA Division 43 (Couple and Family Psychology) President, APA Division 43 Distinguished Service Award recipient, and Family Psychologist of the Year (2018) for career achievement.

Jack Cummings earned his PhD in Educational Psychology/School Psychology in 1980 from the University of Georgia, and he was appointed assistant professor of school psychology at Indiana University-Bloomington. From 1984 to 1993, he served as director of the Indiana University EdS and PhD school psychology programs. From 1993 to 2000, he was chair of the Department of Counseling and Educational Psychology. He then served 5 years as the Executive Associate Dean of the School of Education. He received the APA Division 16 Jack Bardon Distinguished Service Award and was President of Division 16. He retired from Indiana University in 2017.

Tom Fagan received his PhD in school psychology from Kent State University in 1969. He directed the school psychology programs at Western Illinois University and the University of Memphis until retiring in 2021. He was twice NASP President, and he was also president of the Illinois and Tennessee state associations. He was an editorial board member of School Psychology Review, Communiqué editor (1981–1987), and Historian to NASP, TASP, APA Division 16, and the International School Psychology Association (ISPA). He was granted NASP’s Lifetime Achievement Award; Division 16’s Distinguished Service and Lifetime Achievement Award; TSP’s School Psychology Trainer of the Year Award; and lifetime memberships in Illinois, Louisiana, Ohio, Tennessee, and Wisconsin associations. He also received the UM Eminent Faculty Award.
**Patti Harrison** received her PhD from the University of Georgia. Most of her 38-year career was spent at the University of Alabama until her retirement in 2017. She was Professor/Coordinator, School Psychology Program, and held appointments as Graduate School Assistant and Associate Dean. Patti is a Past President of NASP. She coauthored many professional resources, including *Best Practices in School Psychology* (6th ed. & upcoming 7th ed.). She was editor of *School Psychology Review* and was selected as a fellow of APA and American Educational Research Association (AERA). Her professional awards include the APA Division 16 Jack Bardon Distinguished Service Award and the NASP Lifetime Achievement Award.

**Mike Havey** obtained his doctorate at Ball State University. He retired in 2010. He spent 3 years as a full-time school psychology practitioner and 22 years in higher education. He retired in 2010 from Eastern Illinois University after having been a professor and graduate program coordinator. He received numerous awards at Eastern Illinois, including the College of Sciences Distinguished Service Award (2003), College of Sciences Lawrence A. Ringenberg Award (2005), International Programs William G. Kirk International Leadership Award (2007), and TRiO Student Support Services Mentor of the Year (2008). He also received the Illinois School Psychologists Association President’s Award (2008) and Lifetime Membership.

**Susan Jacob** provided school psychological services in rural schools from 1973 to 1976. She earned a PhD from Michigan State University in 1981. She was a member of the school psychology program faculty at Central Michigan University (CMU) from 1980 until her retirement in 2014 and was program director for 7 years. She served on NASP’s ethics board for 17 years and authored many publications on ethical and legal issues, including eight editions of the text *Ethics and Law for School Psychologists*. In 2012 and 2018 she received a NASP Presidential Award and in 2021 the NASP Legends Award.

**Judith Kaufman** received her PhD from Ferkauf Graduate School at Yeshiva University. She retired from Fairleigh Dickinson University as Director of School Psychology Training in June 2019 after being in the field for 47 years. She developed school psychology programs at three universities. She also worked with pediatric AIDS patients, provided services for developmentally disabled adults, provided psychosocial education to physicians, and served as a Dean of Students and Vice President for Student Affairs. She received a number of honors for her contributions to the field and for teaching and service, including the Trainers of School Psychology Trainer of the Year award. She held offices in a variety of school psychology organizations.

**Ruth M. Kelly** received her doctorate from The University of Texas at Austin in 1986. She worked for the St. Cloud Minnesota Public Schools from 1982 to 1994. In 1994, she joined the School Psychology Faculty at Western Illinois University and retired in 2018 as a Professor and Coordinator of the Program. She enjoyed working with a variety of faculty, alumni, and students on presentations for the National Association of School Psychologists and Illinois School Psychology Association. She worked with faculty and practicing school psychologists across the state of Illinois to coordinate a yearly state-wide training conference for over 100 attendees, including all school psychology interns in Illinois and their supervisors, from 2005 to 2018.

**Jim Larson** earned his PhD from Marquette University. He retired as Professor Emeritus from the University of Wisconsin-Whitewater after 21 years. His accomplishments include leading the program’s initial NASP accreditation and a statewide effort to establish a specialist degree in School Psychology. Over the course of his career, he won many awards, including the UW-Whitewater College of Letters and Sciences Excellence in Teaching Award, Clifford O’Beirne Award for Excellence in the Teaching of
Psychology, Lifetime Achievement Award from the Wisconsin School Psychologists Association, and the Marquette University Counseling and Educational Psychology Achievement Award. He authored several books, including *Think First: Addressing Aggressive Behavior in Secondary Schools* and *Helping School Children Cope With Anger: A Cognitive–Behavioral Intervention* (with John Lochman).

**Jeff Laurent** received his PhD in Educational Psychology/School Psychology from the University of Texas at Austin. He retired from Western Illinois University in 2019 after 32 years in the field but returned as coordinator for 3 additional semesters (Spring 2020–Spring 2021). While at Western Illinois he served as associate professor (2006–2013), full professor (2013–2019), professor emeritus (2019–present), and program coordinator (2018–2019, spring 2020–spring 2021). He was a coauthor of the *Positive and Negative Affect Scale for Children* and received the Presidential Recognition Award from the Illinois School Psychologists Association (1995).

**Antigo Martin-Delaney** retired from Winthrop University in 2020 after 33 years. She obtained her doctorate in school psychology from Virginia Polytechnic Institute & State University. She was Co-Grant Writer/Principal Investigator for the Winthrop Transition to College Project, a collaborative effort with two local school districts. She was also Co-Principal Investigator for the Work Integration Network Program, which developed functional, age-appropriate life–work curricula and occupational diploma programs for students with mild to moderate disabilities. She was active at the state and national levels, serving as a NASP program reviewer and member of the NCSP appeals board. During her tenure, she received the Winthrop Presidential Citation for Service to the University and the Faculty Student Life Award.

**Jack A. Naglieri** received his PhD from the University of Georgia in 1979. His employment history includes time as school psychologist, multiple university positions, and work at the Nisonger Center (Ohio State University). He retired from George Mason University before continuing as a Research Professor at the University of Virginia and Senior Research Scientist at the Devereux Center for Resilient Children. He published 23 books, 51 tests and rating scales, and over 300 research papers. He is widely known for his emphasis on innovative approaches to assessment of intellectual ability using tests such as the *Cognitive Assessment System-2nd Edition, Naglieri Nonverbal Ability Tests, Autism Spectrum Rating Scale, Comprehensive Executive Function Inventory*, and the *Naglieri General Ability Tests*.

**Daniel (Dan) Olympia, PhD**, University of Utah, retired in July 2016 as Emeritus Associate Professor. He joined the University of Utah faculty in 1999 after extensive experience as a school psychologist in Utah, North Dakota, and Minnesota and eventually became the program director. He received many awards, including the 2018 Outstanding Contributions to Training in School Psychology (CDSPP), 2010 Trainers of School Psychologists Presidential Service Award, 2005 School Psychology Action Network (SPAN) Government and Professional Relations Coordinator of the Year Award, and 2005 Lifetime Achievement Award from the Utah Association of School Psychologists. He also served on the NASP Program Approval Board (2007–2014) and as a Member/Commissioner of the APA Commission on Accreditation (2015–2019).

**Steven Pfeiffer** is Emeritus Professor at Florida State University, where he served as Director of Clinical Training. He is a board certified and licensed psychologist. Prior to his tenure at Florida State, he was a Professor at Duke University, where he served as Executive Director of Duke’s gifted program, Duke TIP. He also served as Director of Devereux’s Institute of Clinical Training & Research. He worked as a pediatric psychologist in the Child Development Center, Ochsner Clinic and Medical Center in New Orleans, and was an officer and clinical psychologist in the U.S. Navy Medical Service Corps.
over 200 articles and book chapters, he is lead author of the *Gifted Rating Scales* (GRS and GRS™2), first published in 2003 and revised and restandardized in 2021 by MHS.

**William (Bill) Pfohl, PsyD,** is now Professor Emeritus, having taught at Western Kentucky University from 1979–2016. He obtained his PsyD from Rutgers University in 1979. Since receiving his Master of Arts degree in 1971, he has practiced for 50 years in a community mental health clinic, rehabilitation center, and small private practice specializing in children and teens in Bowling Green, Kentucky. He is a fellow in three APA Divisions. He served as president of NASP (twice), ISPA, and several state associations. He received many awards, including multiple awards from his university and state, the APA Division 16 Jack Bardon Distinguished Service Award, ISPA Distinguished Service Award, and NASP Lifetime Achievement Award.

**Joseph (Joe) Prus** received his PhD from the University of Kentucky and retired as professor emeritus at Winthrop University in 2020 after over 40 years as a school psychologist and school psychology faculty member and program director. He chaired or cochaired the NASP Program Approval (now Accreditation) Board, the NASP Accreditation Advisory Group, and the NASP Graduate Education Committee, and twice chaired the National Council of Accreditation of Teacher Education (NCATE) Executive Board. He was the recipient of the 1989 Winthrop University Distinguished Professor Award, the 2012 Trainers of School Psychology (TSP) Trainer of the Year Award, multiple NASP presidential citations, and the 2015 NASP Lifetime Achievement Award.

**Ronald (Ron) E. Reeve** obtained his PhD from the University of Michigan in 1976. From 1972–1975 he was the school psychologist for Willow Run Community Schools. He came to the University of Virginia in 1975 as faculty in the Combined Program in Clinical and School Psychology. He became director of the program in 1980 and Chair of the Department of Human Services in 2000. He retired in 2016. Ron was a two-term NASP Delegate and later a committee chair, he chaired or served on 22 APA Site Visit Teams, and he completed program reviews for NASP over a 20-year period. He was selected for the Virginia Psychology Hall of Fame as one of the three inaugural inductees and a Lifetime Achievement award from the Virginia Academy of School Psychologists.

**Cecil R. Reynolds** received his PhD from the University of Georgia in 1978. He has been Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A&M University since 2007. He is a noted test author (BASC, RIAS, RCMAS, and 47 others). He was named to the Stanford list of top 2% of scientists worldwide in all fields in 2021. Over the course of his career, he received numerous awards including Lightner Witmer, Senior Scientist, Nadine Murphy Lambert Award, Messick Award for Lifetime Contributions to Measurement Science, Distinguished Clinical Neuropsychologist Award, Jack Bardon Service Award, and others. He was the past editor in chief of five scholarly journals and has authored more than 300 published scholarly works.

**James O. Rust** received his PhD from the University of Virginia’s Curry School. He founded the School Psychology program at Middle Tennessee State University in 1973 and remained there until retiring in 2021 (48 years). NASP approved the MTSU EdS program in 1991. Most of the 300+ graduates of the program practice in Tennessee; some are administrators for school districts and state government. In 2021, Rust gained professor emeritus status and lifetime membership in the Tennessee Association of School Psychologists. He was honored by colleagues in 2003 with a scholarship named for him and received an outstanding mentoring award from the MTSU Students with Disabilities office in 2007.
Bill Strein earned his doctoral degree in school psychology from Penn State in 1979 after having worked for 5 years in the schools as a school psychologist. After completing 2 years in a temporary faculty position in the school psychology program at UNC-Chapel Hill, he joined the University of Maryland (UMD) school psychology program as an assistant professor. While at UMD he served as codirector (8 years) or director (14 years) of the APA/NASP-accredited PhD program, retiring as an associate professor emeritus after 33+ years of service. His awards include being named the 2012 Council of Directors of School Psychology Programs (CDSPP) annual Honoree.

Joan A. Struzziero received her PhD from Northeastern University. Over the course of her career, she consistently combined the roles of practitioner and trainer. She was a trainer for 20 years and a practitioner for 30 years. She taught in three different programs with roles ranging from Fieldwork Director to Admissions Coordinator to Lecturer. She retired in 2020. She had the honor of being the Preceptor of the Year (Northeastern University) and School Psychologist of the Year, (Massachusetts School Psychologists Association) and, most recently, she received the Lifetime Achievement Award from the Massachusetts School Psychologists Association.

Mark Swerdlik is a graduate of Michigan State University and retired as professor emeritus at Illinois State University in June 2021. He was program director, director of the Psychological Services Center, and a clinical supervisor for 44 years. He is an APA Fellow and Board Certified in School and Assessment Psychology. He was associate editor of the NASP Communiqué, and he coordinated the NASP convention workshops and served as cochair of the NASP Graduate Education Committee. He is a recipient of numerous NASP presidential citations, the NASP Lifetime Achievement Award, and the TSP Outstanding Contributions to Training Award. He is also a CDSPP honoree for contributions to the profession of school psychology and a Life Member of the Illinois School Psychologists Association.

Daniel (Dan) H. Tingstrom, III, received his PhD in School Psychology from Tulane University in 1986. He retired in 2018 from a faculty position at the University of Southern Mississippi (USM), where he served as an Assistant, Associate, and Full Professor (1986–2018). After 35 years as a School Psychologist, he is now Emeritus Faculty of Psychology at USM. At USM, he also served as Program Director of the doctoral level School Psychology Program for 19 years. Over the course of his career, he published over 60 peer-reviewed papers and, in addition to teaching, engaged in research projects and directed about 60 theses/dissertations.

Stephen (Steve) D. Truscott (PsyD, University at Albany, SUNY) retired in 2020 as a Professor at Georgia State University after 38 years as a practitioner then trainer. He is a past editor of the Journal of Educational and Psychological Consultation, earned the 2004 School Psychology Quarterly Article of the Year (AOY), and was a finalist for the 2012 Journal of School Psychology AOY. In 2005, he was identified as one of the top 50 school psychology research contributors and in 2013 as one of the field’s 54 Leading Researchers. He is a member of the Society for the Study of School Psychology.

Enedina García Vázquez obtained her PhD in School Psychology from the University of Iowa and retired from New Mexico State University in 2020 after 25 years of service. During her tenure, Enedina held many positions: Tenured Full Professor, Associate Director of the Honors College, Associate Dean of the Graduate School, Associate Dean of the Physical Science Laboratory and Information Sciences and Security Systems, and Department Head and Associate Dean in the College of Education. She served as the chair of the NASP Program Accreditation Board from 2008 to 2017, as a TSP and CDSPP board member, and as president of APA Division 16. She was the recipient of two NASP Presidential Citations and the 2022 CDSPP Award for Outstanding Contributions to School Psychology.
Cindy Waltman earned her PhD from the University of Connecticut. She worked in school psychology for 35 years after 8 years as a special education teacher. She was Professor and Director of the School Psychology program at Plymouth State University before retiring in 2021. She was the coeditor of NASP’s first mass media publication and principal investigator on multiple federal grants designed to increase the behavioral health workforce by supporting school psychology and counseling students. She was the recipient of awards from Plymouth State, NASP (presidential award), and the Connecticut Society for Autistic Children & Adults.

J. Steven (Steve) Welsh received his PhD from the University of Southern Mississippi in 1986. He retired from Nicholls State University after 34 years of full-time work and then returned to complete 9 years of part-time, postretirement service. Over the course of his career, he was a Professor, School Psychology Program Director, Department Head, and Interim Dean. He also served on the board of the Trainers of School Psychologists (TSP) for over 20 years, and he was a state and regional representative to NASP. He was the recipient of awards from NASP (presidential award), the Louisiana School Psychologist Association, and the Louisiana Board of Examiners of Psychologists.

Paula Sachs Wise received her PhD in Developmental/School Psychology from Ohio State University in 1978. After 2 years as a School Psychologist in Reynoldsburg, Ohio, in 1977 she accepted a job as Assistant Professor in the Psychology Department at Western Illinois University. She served as Professor of Psychology and Coordinator of the School Psychology Graduate Program until her retirement in 2008. Her two most notable professional accomplishments included coauthoring (with Tom Fagan) three editions of the textbook School Psychology: Past, Present, and Future and, of course, mentoring more than 200 school psychology graduate students.

Jim Ysseldyke received his PhD from the University of Illinois. He retired in 2014 from the University of Minnesota after 44 years in the field. At the University of Minnesota, he was the Birkmaier Professor of Educational Psychology, Coordinator of the School Psychology Program, and Associate Dean for Research. Jim was a prolific researcher and author of many articles and books. Over his career, Jim received many awards, including the APA Division 16 Lightner Witmer Early Career Research Award, the Council for Exceptional Children (CEC) Wallace Wallin Lifetime Achievement Award, the CEC Research Award, and the NASP Lifetime Achievement Award.
ADVICE FOR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

George Batsche:
- Select a program that clearly aligns with your goals and career objectives.
- Identify mentors who can provide support and guidance and who will serve as strong role models very early in your program.
- Create strong collegial/peer collaborations and friendship—you will need a peer support system.
- Identify areas of research and create or seek a graduate student research agenda you can implement in your time in the program.
- Have fun and look forward to getting up every day to create the vision of your future.

Bruce Bracken:
- Determine your professional interests, and steadfastly pursue them throughout your career; don’t chase fads.
- Be audacious; don’t wait for some future event to occur before you take risks.
- Take advantage of every professional opportunity offered, no matter how small.
- Develop professional integrity and character—never compromise either.
- Become a proficient writer; the person who writes controls the narrative.

Cindy Carlson:
- Take it one step at a time. Successful completion of the degree is simply built on successful completion of each assignment, course, and semester.
- Engage and participate.
- Ask for help. Don’t be afraid to look stupid.
- Enjoy graduate school. Learning is fun!
- Enjoy your life while in graduate school.

Jack Cummings:
- Find ways to cultivate that aspect of school psychology that stirs your passion. Some students enter with an all-consuming passion for serving individuals on the autism spectrum. Others are driven by a strong desire to address the critical need for social justice in schools. Some students enter with broadly defined goals. My advice to this latter group is to seek diverse experiences while in the program and your passion will find you. Once your passion finds you, seek students and faculty who share your passion. Do not limit yourself to people in your program or department.
- Achieving a successful school–life balance is a major challenge. The demands in graduate classes greatly exceed those in undergraduate classes. On top of thousands of pages of reading, you will also have field experiences and work with children, teachers, and parents. While at practicum settings you will be expected to conduct yourself as a professional to help solve difficult problems. With such high demands from the program, it is easy to lose the equilibrium between schoolwork and healthy personal habits. In order to have time complete classwork and practicum responsibilities, I have heard students say they had to give up sleep and activities such as walking, hiking, running, cycling, yoga, Pilates, or dancing. My advice is to keep the healthy habits that help charge your batteries. If you find yourself starting to struggle, meet with your advisor or the faculty member with whom you feel you have the best connection.
- At the start of your program, it is hard to image that some people in your program will become lifelong friends. It has been more than 40 years since I left Athens, Georgia. I continue to communicate with fellow students I met in graduate school. Some of them are close personal friends. We meet at conferences and go out for a meal and catch up. In your first year, you should use your program’s social gatherings to make new friends. Avoid the temptation to associate only with those...
who look like you. Consider yourself successful if you see diversity when you look at your group of friends. Make plans to meet other students and explore the assets of the community outside of the university.

- Join local, state, regional, and national professional associations. Read the journals and newsletters that find their way to your inbox. Attend professional meetings while you are still a student.

Tom Fagan:
- Get involved in the leadership activities of the program.
- Join your state association and national organizations if affordable.
- Get on-the-job information very soon so you can be sure of what the field is about and your decision to pursue this field.
- Seek financial aid wherever it exists and don’t be too afraid to use loans for survival but not for things you just want.
- Have regular advising sessions to be sure you are on the right track to program completion. Develop a degree plan from the start.

Patti Harrison:
- Establish and foster your identity with the profession as soon as you begin your graduate program. One example is to obtain a student membership in professional school psychology associations (e.g., NASP, APA, state association … whatever you can afford).
- Keep up with professional resources (journals, newsletters, websites, Listservs, social media, books, etc.). Learn all you can about the profession, beyond required course readings, and keep reading and learning. If you cannot afford some key resources, add them to your lists for birthday and holiday gifts, so that others can buy them for you.
- Remember that you are responsible for your own development as a graduate student. Do not leave it up to professors to tell you what to do. So much of your professional growth needs to happen outside a graduate school classroom, and much of your growth requires you to be active and strategic—to seek, discover, and engage in activities on your own.
- Seek mentorship from others in the profession and engage in activities with them to foster your development (e.g., your professors, advanced graduate students, school psychologists working in nearby schools). When seeking mentorship, do not limit yourself to only those in your graduate program. Technology allows you to discover and benefit from mentors across the country and world.
- As soon as you can afford to do so, attend professional school psychology conferences (especially NASP and APA, if you can). NASP, APA, and state associations often have grants or reduced fees for graduate students.

Mike Havey:
- Remember that you aren’t an undergraduate any longer.
- Be open to working with all kinds of children. The variability among public school children is huge.
- Seek out the best practicum and internship experiences.
- Pay attention to what you are taught about education law. School psychology is a highly regulated profession.
- Take an active role in research if there is even the slightest chance that you might go into higher education some day.

Susan Jacob:
- Recognize that success as a graduate student and as a school psychologist is dependent on more than mastery of academic material.
- Demonstrate (and work to improve) your skills as a good listener and collaborative problem solver.
• Practice speaking in front of groups by actively participating in class.
• Learn to accept critical feedback graciously, and use that feedback to improve your performance.
• Always be respectful of others.

Judith Kaufman:
• Be open to new experiences.
• Take on new challenges.
• Be flexible.
• Use your colleagues as a support group; you will get each other through.

Ruth Kelly:
• Get to know your faculty and visit with them when questions arise.
• Collaborate with fellow students and spend time getting to know your cohort.
• Use time management skills to organize academic and practicum requirements.
• Make time for yourself.
• Find time to socialize with your cohort.

Jim Larson:
• Seek practical advice from advanced students. They will feel respected, and you will learn something.
• Create an online group for quick communication and discussion.
• Get to know the department secretary as a fellow human being. They are often the sources of historical program wisdom and procedural knowledge, and may one day be a friendly ear when you need one.
• If you are not already, become skilled in APA style quickly: It will start you out already on first base.

Jeff Laurent:
• Relax. Your program chose you because the faculty members believe you will be successful.
• Find your support system. You will likely have academic and emotional challenges along the way. The members of your cohort and advanced students in the program can help you navigate these challenges, as can family and friends. Don’t forget program faculty as part of your support system.
• Get organized. Have a way to keep track of where you’re supposed to be and when things are due. Develop a filing system for all the information you will accumulate so you can access it when you want to use it.
• Concentrate on learning rather than grades. When you think about classes, the wrong question is, “What’s my grade?” The right question is, “Am I learning the skills that will make me a successful school psychologist?” Learning is a lifelong activity where you’re rarely graded, but competence is highly valued.
• Have fun. You will meet new people with a common interest (i.e., helping children and adolescents be successful in school) who will share a common training experience. That’s a formula for developing friendships. The missing ingredient is activities outside the classroom. Be open to opportunities on campus and in the community to develop memories that will last a lifetime.

Antigo Martin-Delaney:
• Whatever do you, don’t be afraid to say, “I don’t know.” I know it’s scary, but it can be very liberating at the same time. You are not the only one sitting in the room who does not know everything about school psychology. Be open to all that you will learn from everyone you meet, including the children you work with over your career.
• Making mistakes is part of learning. Be prepared to make mistakes. Learn from them, grow from them, but don’t dwell on them and don’t blame your professors.
• Procrastination is not your friend in graduate school. Keep up with your assigned readings and
assignment deadlines.
• Get to know the people in your cohort. They may become your best friends over your career because most of your family may never understand what you do. Most will think you are a guidance counselor!
• Remember to find time for yourself! All work and no play will make you a very dull person. Enjoy your breaks. Hang out with friends and family. Get some exercise, take up yoga or catch up on those movies or television programs you missed. Have FUN!

Jack Naglieri:
• Identify a specific area of practice you are passionate about.
• Clearly state your why—that is, why you do what you passionately do.
• Separate the scientific from the emotional. Both are important, but science should be the dominant factor.
• Learn enough to think you are correct, and then learn more so that you realize you were wrong.
• Learn enough to be able to separate science from nonsense.

Dan Olympia:
• Your transition to being a professional begins on Day 1. Foster your own sense of intellectual curiosity to the extent that you can go beyond what seems to be a set of givens and think about hypothesis testing as a way of life.
• Contact faculty using email if the matter is not urgent. Know faculty office hours, open door policies, and other available hours and try to schedule appointments accordingly. When you meet with faculty individually, take notes because you won’t remember everything.
• Be open to “critique-ism” as a means of constructive dialogue with faculty and supervisors and apply feedback. Self-reflection is different than self-doubt and fosters your own personal growth mind-set; measure yourself by improvement, not relative to others. Set short- and long-term goals. Think actively and selectively about mentorship and who you identify as potential mentors among the faculty.
• Motivation and curiosity are excellent qualities often reflected in class participation. Think about how and when to ask questions or raise issues in class. Engage the faculty when the opportunity arises. Develop your own emotional intelligence, defined as “discerning others’ feelings through subtle clues.”
• Respect and thank/appreciate the office staff and advisors; they can help you work through most any situation with regards to registration, program benchmarks, payroll and funding, lost dogs, etc. Support and get to know your fellow students/cohort. They will be your colleagues when you graduate! Above all, enjoy yourself and make the most of your experience.
• Join your local and national professional associations. They will be excellent sources of continuing support, advocacy, and information in the field.

Stephen Pfeiffer:
• If you are planning to conduct any research, select an area of investigation that you are passionate about. This is so very important.
• Become excruciatingly familiar with everything that’s been published on your topic of interest before venturing forth with a research idea and research plan of your own! You should always have a deep appreciation for everything written on the topic—including familiarity with all the prior research on the topic—before thinking about proposing your own research idea.
• Look for, and volunteer for, as many different practicum and clinical experiences as you have time to fit into your busy semester.
• Appreciate that becoming fully competent as a psychologist requires a ton of closely supervised experience. Don’t be shy about asking for feedback so that you can learn and hone new skills. The research by my esteemed colleague at Florida State University, Anders Ericsson, helped us to recognize that competence, much less expertise, requires many years of what he labels “deliberate
practice.” Find supervisors, mentors, advisors, and faculty that you respect, and be willing and open to learn from them.

- Never stop learning and challenging yourself to grow professionally, personally, and spiritually. Don’t ever accept the idea that you are a finished product at the time of your completion of internship or at graduation, or even when you get certified or licensed.

**Bill Pfohl:**
- Graduate school is qualitatively and quantitatively different. It is not just an extension of college. There is as big a difference between college and graduate school as there was between high school and college.
- Be prepared to work very hard, get along with fellow students and faculty, and learn to apply your new skills. These will be long, short years in your professional development. Be intellectually curious and ask questions. Don’t just do the bare minimum.
- Be aware that you will grow personally as well as professionally; this may impact your personal relationships if your partner/family does not also find a way to grow with you. You will come out a different person than you were going in—make it a positive change!

**Joe Prus:**
- Treat the transition from undergraduate studies to graduate school much like going from college sports to the pros. In fact, in seeking to become a school psychologist you are attempting to go pro!
- Familiarize yourself with program and university policies. Read the program handbook!
- Collaborate, don’t compete with your fellow graduate students. The more that your cohort of students works together, the more rewarding and successful your experience will be.
- Join NASP as a student member. The benefits that you’ll receive at a discounted student rate (e.g., subscription to the *Communiqué* and *School Psychology Review*, discounted liability insurance rates for internship, professional development opportunities, career center) are well worth it and will help introduce you to the national school psychology community. If you are in a doctoral program, consider joining APA as well.
- Be very careful about using social media. Don’t speak disparagingly about your program, colleagues, faculty, field sites, or especially clients. Keep in mind that when you apply for jobs, your social media posts can come back to haunt you!
- Always consider advocacy, equity, and social justice as among your most important roles or functions.

**Ron Reeve:**
- Get to know your faculty. You are no longer an undergard. You are a professional in the making. Faculty are more like older peers than what you experienced before. They love going out with you and family and are up for a dinner at your place now and then.
- Don’t be limited in your academic and clinical work to the minimum requirements of the program. Universities are fabulous cornucopias of opportunity. You’ll never have opportunities at these prices for such growth. If the program is assessment heavy, figure out ways to get more counseling/therapy training. Explore practicum possibilities with different populations, including those serving more severely mentally troubled people than typically are available in school settings. If you are housed in a school/college of education, get to know your special ed faculty, but also figure ways to get courses and attend lectures/presentations in psychology, and, of course, vice versa.
- Jump into local, state, and national professional associations, including attending as many professional conferences as you can. This will broaden your perceptions of our field and just might lead to contacts that will be important later in your career moving forward.
Cecil Reynolds:
- Always remember that in the end, it is about the children.
- Find a part of school psychology that you really love and pursue it with passion.
- Practice self-care—graduate school is hard and can be emotionally and mentally exhausting.
- Don’t be afraid to fail or to seek help with hard subjects or skill development—stay engaged and make yourself master both the knowledge and the skills of effective school psychologists.
- Engage with the professional organizations in the field at state and national levels.
- Don’t rush it—learn all you can—you will never again have the luxury of so much time and so many resources to learn, grow, and prosper in your development—but it will not feel like it!

James Rust:
- Visit with a practicing school psychologist to get a realistic understanding of the job.
- Study websites including: http://www.myschoolpsychology.com and the NASP website.
- Apply to a wide range of universities offering EdS and PhD programs. Try to get admitted to a NASP-accredited program, but recognize that some good programs are not at famous universities, and some may not be approved by NASP. Visit the university after you have been admitted. Talk with the current students.
- Apply for graduate assistantships when applying to programs. Check your finances.
- If you are considering an online NASP-approved program, make sure that the program will arrange or help you find all your required practica.

Bill Strein:
- Stop thinking like an undergraduate! You were likely an excellent undergraduate student, but graduate work isn’t school; it’s a job, even if unpaid. Your professors aren’t your teachers, they are your supervisors or, perhaps, even your mentors.
- Finish your program in as timely a fashion as possible. Remember that the best thesis or dissertation is one that is done.
- Related to the above, don’t make perfection the enemy of the good (old adage).

Joan Struzziero:
- Maintain membership in professional organizations at the state and national levels.
- Make ongoing self-care a priority!
- Maintain a positive attitude, knowing in advance that there will be really difficult days!
- Work diligently to develop sound relationships with colleagues and administrators.
- Acknowledge and enjoy the important work that you do.

Mark Swerdlik:
- Enjoy the journey, taking time to smell the roses. As you look back, this may well be some of the best years of your life.
- Recognize you are entering a profession in which you can touch the future, impacting the lives of many children and families.
- Value your cohort members. You will find you are creating lifelong friendships and you will keep in touch with your cohort members as you move through life stages.
- Honor your commitments. If you make a commitment to a project, follow through.
- Recognize that faculty understand that unexpected events that impact your performance in your graduate program can occur in your life and the lives of your loved ones (death, sickness, divorce, etc.). If you are struggling, don’t hesitate to let trusted faculty know. You will no doubt find them understanding and able to help solve problems.
Dan Tingstrom
- Keep an open mind with regard to specialties and even whether you aspire to an academic position or an applied position. Although you may initially have certain leanings, you will learn a great deal over the years and may very well change your mind as you gain additional experiences, practicum activities, and coursework.
- Be persistent in your work, be hungry for opportunities for research with others. You may not feel totally confident in your research abilities but you will learn—and who knows, you may find yourself considering an academic job one day.

Steve Truscott
- Stay connected to your family and friends. Graduate school will be intense and immersive. It can be overwhelming. It is important to remember that at the end of it all, you will want to share your accomplishments with people you love—so don’t neglect them (too much!) along the way.
- Be humble about how much you think school psychologists know about the complex interactions of schools, teachers, children, families, and society. You will be learning a lot about what we think we know at this point, but school psychology, psychology, and education are relatively young fields. What we think we know will change over time. Information and practices you will learn in grad school will be revised over your career. So be careful to remember that we do the best we can with the information we have at the time. Stay up to date with best practices. Over time, you must, because best practices will change.
- Learn to manage your time well. You are about to enter a 3–6-year time period when you will learn more and work harder than you could have ever imagined. You will have to learn to manage your time well—so get and use a planner, set schedules, and stick to both!
- Collaborate to graduate. You are in a group. Help each other. Form study groups. Support each other emotionally. Don’t cheat, but support each other as you go through these next few years. You will also learn vital teamwork skills along the way!
- School psychology practice is comprised of both technical and relational expertise. You will be learning lots about the technical aspects of practice—like administering and interpreting tests and conducting FBAs to inform BIPs—but the relational aspects are every bit as (and often more) important.
- You always have things to learn in your practicum and internship placements—sometimes those are things you want to make sure you do in your own practice, and sometimes they are things you never want to do—but there are always things to learn, even if you do not like something about your placement!

Enedina García Vázquez:
- Be your authentic self. Don’t sacrifice yourself, no matter what.
- Be aware that you stand on the shoulders of others that came before you. Honor them.
- You are the future. Take care of yourself.
- Ask questions, even if it means taking a risk, especially as we work to be antiracist. Actions speak louder than words.
- Find someone you can count on to help you, guide you, and support you.

Cindy Waltman:
- Spend time with a school psychologist before you start a program.
- Spend time with a school psychology student so you can understand the amount of time you will need to devote to your studies.
- Examine the time demands of your family/work to be sure you will have enough time.
- Evaluate the financial impact. Long range and short term.
- Make sure you have the support of partners/significant others.
**Steve Welsh:**
- First and foremost, understand the ultimate function of a school psychologist is child advocacy.
- Understand that your role as a child advocate will take many forms, requiring you be highly skilled in a broad range of professional competencies. Maximize your opportunity to develop your applied and research skills while in training.
- Understand that learning to work collaboratively with others is critically important, but realize there will be times in your career where your expertise and decision-making must prevail and your advocacy for a child will put you at odds with others (including your employer).
- Always understand the professional decisions you make will have a life-long impact on the children and families you serve.
- Build strong relationships with your faculty/mentors and fellow graduate students. Understand your professors have a vested interest in facilitating your success. The relationships you establish will be ones you will value both professionally and personally throughout your life and career.

**Paula Wise:**
- Listen to your advisor before you register for classes!
- Take advantage of the opportunities for learning that are all around you.
- Get to know your classmates. You will need each other more than you can imagine.
- Consider your faculty members to be mentors and resources. Seek them out!
- Develop a good answer for “How is a school psychologist different from a guidance counselor?”
ADVICE FOR NEW SCHOOL PSYCHOLOGY FACULTY

Jim Ysseldyke offered the following overall guidance for new school psychology faculty in Research 1 (R1) Universities, which we thought was well worth providing here.

Any advice depends on the nature of the institution in which you are employed. My advice focuses on R1 institutions, those universities focused on research over teaching. Examples of R1 universities include the Universities of Wisconsin, Minnesota, Florida, California-Berkeley, Texas, Oregon, Washington, Michigan State, Missouri, Penn State, Connecticut, etc. These universities have as a primary mission one of discovery and disciplined inquiry in various disciplines, and the research faculty engage in is considered to enhance their teaching and service. Faculty in positions at universities like Farleigh-Dickinson, Towson State, Moorhead State in Minnesota, and South Dakota State are at universities where the primary focus is on teaching rather than research. They will be expected to carry a heavier teaching load and expectations for carrying on a focused line of disciplined inquiry will be secondary. In R1 Universities, the traditional triad of expectations for faculty to engage in teaching, service, and research exists, like at any university, but the focus clearly is on research.

My primary and overriding piece of advice is that you *keep the end in mind*. After 5 or 6 years at an R1 University you will be reviewed for promotion to Associate Professor. Consider the criteria that will be used to make the promotion decision. First, you cannot have any empty cells in the teaching, research, and service triad. But what needs to be in each cell? Unless your appointment was entirely a research appointment, you will have been expected to teach courses. And you will have been expected to have reasonably high teaching evaluations. In most universities you will also be expected to have reports of visitations to your class by one or more of your colleagues and their commentaries on the quality of your teaching.

Expectations in the service cell are that you will have served sufficiently on a reasonable number of internal department or college committees, and that there is evidence that you have provided a reasonable amount of external service. External service will be variously defined as service to the local community and service to the profession. The primary focus in making promotion decisions will be on research, and it will be on evidence of engagement in disciplined inquiry. Your faculty colleagues will look for such evidence in the form of contributions to the knowledge base by publications in high impact refereed journals in your discipline, and less so by book chapters or books. They will look at dissemination of your work by presentations at conferences like APA, NASP, AERA, and CEC. The expectation now is that faculty considered for Associate professor will publish at a rate of two to three journal articles a year, which means that by the time one goes up for Associate Professor they will have published 15–20 articles in high impact refereed journals. The other consideration is that the faculty member will have strong letters of support from well-known national faculty in school psychology. With these expectations (goals) in mind, I offer the following tips for beginning faculty at R1 Universities.

1. **Don’t Be a Lone Ranger.** When you take a job at a Research 1 University, try taking a job where there is an ongoing research project, center, or institute in your area of interest and that you can immediately affiliate with. This will jump start your opportunity to be engaged in ongoing research. My first faculty position was at Penn State, where I had a half time appointment in a large federally funded applied research institute. This appointment gave me the opportunity to be engaged in research and led to many early publications and presentations. Do not try to go it alone. If your appointment is not part time with a project or center, find a way to hook up with an existing project either at your university or at another university. Find a project in your area of research interest and volunteer to work on research on that project. You may want to continue work with your faculty mentor, or with fellow students you graduated with. Given email, videoconferencing, and other ways to connect, there
is no reason one should ever try to go it alone in conducting research these days. After 3 years or so as an Assistant Professor, you may be able to work together with teams of graduate students and colleagues in conducting your own research, but doing so from the get go is very challenging.

2. **External Grants.** Unless you are brilliant and extremely fortunate at the same time, you won’t get a federal grant on your own. IES, NIMH, and OSERS grants are really tough to get. So again, see if you can find a way to collaborate with a colleague who is writing a grant and become part of a team who is going after a grant. Then, work hard on developing the grant proposal and work to become part of the research team.

3. **What About Internal Grants?** Ah, yes. Do go after whatever internal university funding is available to support your work. Take advantage of any start-up funds that may be available within your college or department, but use them wisely (more on that later). Go after small grants within your college or university that may be available within your area of interest, are available for young faculty, or meet your special condition (gender, race, ethnicity, etc.).

4. **Use Research Assistants Wisely.** It is both a blessing and a curse to have graduate research assistants (GRAs) assigned to you. You need to be very careful about the timing of when you employ GRAs and the expectations you convey to them. It is typical these days for new faculty to be provided with GRAs for the first year after employment. If possible, delay having GRAs work for you at least until the second semester (or preferably second year) on campus. You need time to settle in, get your own work organized, and get your feet on the ground. You do not need a GRA pestering you about what they should be doing (I often referred to this as nipping at my heels). You are not ready for that. When you employ GRAs, be sure you have clear expectations for what they are to do, convey those expectations clearly, and be sure you have enough work for them to do. Otherwise, they will forever be nipping at your heels seeking guidance on what they should be doing (or they will just go away and do very little, behavior we do not want to encourage).

5. **Limit Reviewing Articles for Journals.** You likely will receive invitations to review manuscripts for journals. You must keep this to a minimum, as this activity can eat up a significant portion of your time, and it will contribute very little to your major goal of promotion. I recommend limiting any such activity to the major journals in the field, and then only to reviewing only one or two papers a year. Now, if per chance you were asked to serve on the editorial board for a journal, and it was a journal clearly representative to your discipline, then I recommend you do so. In doing so, I would then not review papers for any other journals.

6. **Limit Service on Internal University Committees.** My advice is to be a responsible citizen and at the same time put real limits on this activity. Especially underrepresented faculty get asked to serve on too many internal university committees. One committee would be plenty. The word here is “NO”. Provision of internal service should not be an empty cell, but young faculty can overdose this and expend far too much time on it. If you are pressured to serve on more than one internal university committee within one academic year, ask your department chair to shield you from such a requirement.

7. **What about external service to the community?** I have very mixed advice on this. This can well be an empty cell, although some young faculty feel strongly that they have responsibility to provide service to their local community. Actually, it depends what the service consists of. If faculty provide a limited number of workshops for local school district personnel, this is a good idea. If we are talking about service to the local food bank, this should probably be limited. I believe all school psychology programs should be providing service to their local communities, but I think faculty can wait until they are Associate Professors to make such activity extensive.

8. **What about service to the profession?** Young faculty in R1 Universities should avoid service on committees or boards in our professional associations. These activities are extremely time consuming and do not contribute to furthering one’s career development. They should be avoided until after one is firmly established in a university position (i.e., after becoming an Associate Professor).
Membership in organizations like the Early Career Forum, on the other hand, provides an opportunity for mentoring, professional development, and networking.

9. **External Consulting.** External consulting should be limited. Most universities provide professors the opportunity to engage in external consulting the equivalent of 1 day per week. To the extent possible, beginning faculty should limit external consulting. Any external consulting (e.g., provision of professional development workshops) should be clearly related to one’s area of research.

10. **Attending Conventions.** I think attendance at state or national conventions is imperative for young faculty because it is very important to disseminate one’s work at these meetings. This is where you network with faculty from other universities and school psychologists in the field. It is where you have an opportunity to collaborate with others who share your research interests. Remember, when it comes time for letters of support to be written for promotion, the networking you do will serve you well.

11. **Publication.** Do submit your work for publication, and do expect to have some of your work rejected. Just a few tips on manuscripts that are rejected for publication. Remember that reviewers are your peers and they vary in their knowledge about your area of expertise and in the amount of time and energy they take to review your paper. Editors assign your paper to reviewers, and in doing so, they try to make a good match. However, the reviewers you get are always a crapshoot. Hence, the reviews you receive invariably vary in quality. Rule one is that if the editor suggests that you revise and resubmit a manuscript, you should always do so. I have known many beginning Assistant Professors who thought that, when they were told to revise and resubmit a paper, thought the paper was rejected. Until formally accepted, the editor must always tell you the paper is rejected, but if they give you the option to revise, always do so. Rule two is that when a paper is rejected by a journal you should always use the suggestions of the reviewers to improve the manuscript and then submit it to another journal for consideration.

12. **Citizenship.** It goes without saying that one should be a good “citizen” within one’s program and department, but I have seen people fail as faculty because of failure to be a good citizen or colleague. Attendance at program and department faculty meetings is important. Participation in student reviews, selection of applicants, program accreditation and review processes, and so on, is critical. School psychology programs that function well are those in which the faculty work together as members of a team, rather than in isolation and as individuals.

Editors note: Although the advice offered above for new faculty in R1 Universities is well worth considering, those considering careers in higher education who do not wish to emphasize research should consider pursuing positions in a teaching university (sometimes called **comprehensive teaching universities**). Such universities emphasize teaching, but also supervision, scholarship that is more modestly expected and broadly defined, and service (including service to schools and other agencies, state and national organizations, etc.). Additionally, some universities have **clinical positions** that emphasize teaching, supervision, and service, with little or no expectation for research.

The following advice is offered to new school psychology faculty in various types of institutions.

**George Batsche:**

- From day one BE the role model you would want to have.
- Ensure that you will have mentoring and support to secure promotion and tenure success.
- Ensure that the infrastructure exists to implement your research agenda.
- Take advantage of institutional opportunities (e.g., teaching skills/mentoring, partnerships, new faculty grants).
- Keep your life balanced—work/family/self-care.
Bruce Bracken:
• Remember that students are your legacy; be patient with ignorance and intolerant of stupidity.
• Your job is where you work, your career is transportable—both are important; develop your career and do your job.
• No matter how much success you may achieve, remember that approximately 8 billion earthlings will have never heard of you.
• Research and scholarship are the ticket to tenure, promotion, salary, awards, opportunities, and overall academic success.
• On writing projects, negotiate authorship status at the onset; never seek to alter agreed upon arrangements afterward.

Cindy Carlson:
• Take it one step at a time but keep your eye on the prize.
• Engage, participate but limit service until your research is firmly established.
• Ask for help. Don’t be afraid to look stupid.
• Enjoy academia—It can be an extraordinarily generative and fulfilling job.
• Enjoy your life and relationships within and outside your job. You will someday retire!

Jack Cummings:
• Read your institution’s promotion and tenure guidelines. Get advice from your program director and department chair on how you will allocate your time across research, teaching, and service. Learn what counts in each of the categories. Does a presentation at a national conference count as service or research? What value does the promotion and tenure committee place on service to local schools? Do not expect that all your publications will count as research. Data-based publications will count as research, but where will a review of literature count? What types of publications might count in the teaching category?
• Many institutions require a promotion candidate to declare an area of strength. In practice, some institutions value research over teaching or service. Meeting with your program director and department chair on an annual basis will be valuable to assist you to identify your area of strength and to gauge your progress in research, teaching, and service. Learn the value your institution places on internal and external service. Campus-wide personnel committees may not value service on internal committees or external service. It is not uncommon (at least not in research universities) to find service as 10% of your load with the balance going to teaching and research. Find out whether serving as a member on many committees is valued. In the years prior to tenure, be judicious in your selection of committee assignments. Once you are tenured you can spend more time on service.
• You may be assigned a faculty mentor. If you mentor does not contact you, you should contact your mentor to arrange meetings. Share your in-progress work. Discuss where the work might be submitted. In my own case, I did not have a single mentor; I met individually with at least five faculty. Among my mentors were my department chair, program director, other program faculty, and a faculty member from outside my department.
• Present your research at national conferences. Then make sure you submit it for publication. If the editor asks for revisions, address each reviewer’s points. If you get a rejection, do not assume the manuscript was worthless. It could be another journal would be the appropriate vehicle to see your work. Speak with your mentor about how to proceed with the article.
• When you go to a conference, schedule at least several hours to take advantage of the city. Find a new colleague from another university to go to a museum, ball game, skiing, beach, or sailing. All work with no play is not healthy.
• Your university will likely have a retirement program. Do not wait to make additional contributions to your retirement account. Do it in your first year. Have a set amount automatically taken out of each
check. In your first year it does not have to be a lot. Each time you put money into your retirement account, you reduce your taxable income. Since you are not taxed on the amount you put in, your money instantly grows by the highest tax bracket you pay that year. If your highest tax bracket is 18%, congratulations, you just earned 18% that you would have paid in income tax if you had not put the money into your retirement account. Money you put into a retirement account early in your career will have 30 or more years to collect compound interest/dividends.

Tom Fagan:
- Set up your own retirement accounts (stocks, bonds, etc.). Do not depend solely on your employment or social security for your retirement.
- Do not be intimidated by being about the same age or younger than your students.
- Select one or more areas of research and develop a recognizable line of your research and not just a shotgun array of publications.
- Collaborate with existing faculty on research projects.
- Get involved in departmental governance but not to a level that it interferes with you seeking promotion and tenure.

Patti Harrison:
- Explore and understand the climate of your department to determine rules and expectations (both written and unwritten).
- Foster strong, supportive, friendly relationships with other faculty colleagues. A wise professor told me at the beginning of my faculty career: Promotion depends on research, publications, and so on, but tenure also requires that other faculty like you and want to keep you around.
- Establish and foster your identity with the profession. Engage in state and national committee activities, early career forums, and more. Faculty members are expected to engage in some professional service activities, including national committees. Choose these activities selectively and strategically, so that you are not overburdened. However, professional service activities can have positive impact on your development, serve to engage you with significant colleagues, and can open future doors for you.
- Keep up with what the real world is like—what really is going on with school psychologists in schools.
- Seek mentorship from faculty (in your university and elsewhere) and engage in activities with them to foster your development as a faculty member.

Mike Havey:
- Have a life.
- Don’t forget your students are people and all that entails.
- Don’t lose sight of what actually happens in public schools.

Susan Jacob:
- Choose an area of research interest and develop a research identity (i.e., that is, become “the person who does research/writing on xxxx”).
- Keep publishing; otherwise, you will be unable to leave your current position should you wish to do so (i.e., if your program is eliminated or its resources are cut below an acceptable level).

Judith Kaufman:
- Don’t commit to too much.
- Have realistic expectations.
- Use your colleagues as support.
• Practice self-care.
• Get to know the political climate in your department and the university.

**Ruth Kelly:**
• Find a mentor who can answer your questions as you adjust to the institution.
• Use time management to schedule time for job requirements.
• Get to know faculty beyond your program.
• Make time for yourself.

**Jim Larson:**
• Learn how to teach, not merely profess. Class preparation is much more enjoyable, and your students will thank you.
• Introduce yourself to the school psychologists in the local area and make them aware of your research interests and any specific issues that you would happily consult on.
• Become actively involved in your state school psychologists’ association.
• Get involved with NASP and present at annual meetings with students regularly.

**Jeff Laurent:**
• Focus. You’re going to be busy and encounter distractions as you try to establish yourself.
• Find your balance: research, teaching, service. You may have a strong preference for one, but you are going to be expected to engage in all three to some extent. Discover how you can do the things that are most rewarding for you without neglecting your obligations in the other areas. It is also important to find a balance between work and life, in general.
• Become a university citizen. You may identify strongly with your program and department. However, challenge yourself to go beyond your “home,” to meet and work with colleagues at the college and university levels. This will expand your sense of community.
• Be sensitive to program culture. You were hired as part of a transition within a program (e.g., someone leaving, a program expanding). Be sensitive that, like people, programs need time to process change. Take time to learn about the program. Frame your ideas regarding changes as gentle suggestions about how things might be modified rather than declarative statements that must happen now.

**Antigo Martin-Delaney:**
• Pace yourself! Don’t serve on any committees during your first year. You will be too busy just getting your classes developed and becoming oriented to the university. “No” is a wonderful word. Learn to use it.
• If your university does not have a mentoring program for junior faculty, seek out a mentor from whom you feel comfortable seeking advice.
• Be a good department and university member, not just a good school psychology faculty member. Participate in all aspects of the department and university. You will be surprised at the opportunities for collaboration that you might find with department and university colleagues.
• Reach out to your state association and offer your expertise. They will welcome your help, and it is an excellent way to provide service to the community.
• If you are not a member of NASP, join and once you join become involved! There are committees that could use your knowledge and expertise.

**Jack Naglieri:**
• Identify a specific area of practice you are passionate about.
• Clearly state your why—that is, why you do what you passionately do.
• Separate the scientific from the emotional. Both are important, but science dominates.
• Learn enough to think you are correct, and then learn more so that you realize you were wrong.
• Ensure your research program provides the support for whatever approach you are interested in but
  only advocate for that approach after you have sufficient scientific support, not before.

Dan Olympia:
• Understand the role of mentorship at your institution and how it supports your career development and
tenure aspirations. Informal and formal relationships are equally important aspects of faculty life.
• There is a reason they give you a key to the building. As a faculty member you have increased
  freedom to set your own schedule outside of scheduled office hours and assigned classes. Be mindful
  that increased freedom also comes with increased responsibility to account for your productivity and
  use of time. Annual reviews are a part of faculty life and should be taken seriously.
• Many new faculty find that the most productive professional relationships come outside of their
  departments, through collaboration with colleagues from other training or practice institutions who
  have similar writing or research interests. It is important to look for those opportunities; I recall one
  notable comment from a well-known faculty member in the field who discovered the difference
  between a practice position (“everybody knew where his office was”) and a faculty position (“nobody
  knew where his office was”).
• Course evaluations can highlight the best and worst aspects of teaching. I know some faculty who
  routinely dread looking at narrative elements of course evaluations and experience occasional
  depressive episodes. Try to communicate with students the importance and constructive nature of
  these activities and encourage comment on aspects of a course that are valuable as well as any
  constructive feedback to improve their understanding and experience of content and other professional
  activities.

Stephen Pfeiffer:
• Even though you are invited as “the authority” to speak to and share your expertise with a group at the
  university or at a professional or community meeting or conference, you can’t forget the fact that
  almost everyone in your audience may have some experience and an opinion (some rather strong!) about
  the topic that you will be speaking on.
• It has been important in my own career to limit my talks to only those topics that I feel fully
  competent (and authentic) to speak on. It is seductive to accept invitations to speak on any number of
  topics that touch on psychology, schooling, education, or whatever. I have found it wise to only speak
  on those topics that I have a good deal of knowledge and experience about.
• Figure out how to get along with everyone in your program, department, and college. You never know
  when you will need a friend or colleague in a pinch!
• Volunteer to help your colleagues.
• Work to develop warm, supportive, caring, and genuine relations with your students; at the same time,
  establish and don’t ever deviate from keeping clear and appropriate boundaries with your students.

Bill Pfohl:
• Find a good mentor! Early career is challenging, so support and guidance can make the journey easier.
• Learn time management skills and don’t lose your personal or family time.
• Develop social relationships with your colleagues as well as professional. They can potentially
  become your best friends.

Joe Prus:
• Recognize the power you have over students, and use it wisely and judiciously.
• Learn to recognize when to give a student a supportive word to help bolster their confidence, and
  when it might be necessary to light a fire under their butts!
When it comes to student evaluations, take constructive feedback seriously but recognize that you can’t please all students all the time.

Contribute to your program, department, and university while limiting service activities to a reasonable level, especially when you are prepping new classes and getting your scholarship program started. This may be a particular challenge to minoritized faculty, whose input and participation may be in high demand.

Recognize the importance of equity and social justice to your work as both a faculty member and school psychologist.

Ron Reeve:

- Meet all the local/regional school psychology professionals. They are key to your success.
- Join local and state professional associations. Volunteer with committees, conferences, and so on.
- Get to know related faculty in special education and psychology. Take interest in their research.
- Consider students to be young colleagues. Bring them along if you consult, do guest lectures, and more.

Cecil Reynolds:

- Always remember that in the end, it is about the children.
- Remember, you are not your students’ best friend—you are their mentor and their professor—you cannot be all three effectively.
- Teach the science of our field and set high standards for your students—and expect them to achieve those standards and teach effectively to ensure they do.
- Practice what you preach, that is, be the role model students need.
- Practice compassion—many students undergo great sacrifices to be in your program.
- Never let administrative demands overrule student needs.

James Rust:

- A good place to start your job search is by talking with as many mentors as possible.
- Respond to want ads posted by NASP, APA, and the Chronicle of Higher Education. Although cold calls for faculty positions seldom result in tenure-track positions, you may get an adjunct class. Be sure that you meet the criteria from the job postings (degree completion, degree, specialty, etc.). University human resource offices may be extremely literal.
- Apply to several universities offering EdS and PhD programs. Large and small as well as famous and less famous universities in various parts of the country may have openings and may offer you a good fit. School psychology programs are housed in a wide variety of departments. Consider what department you prefer as well as the support offered by prospective chairs and deans. Make your decision after consulting the needs and desires of loved ones impacted by your choice.
- Look carefully at tenure policies. How clear are the tenure/promotion criteria? How important is it that you get grants? Does the university require that you support your own graduate assistants?
- Look for a good fit between your preferred classes and the classes that are available. Try to find a program that matches your enthusiasm for teaching, service, and research.

Bill Strein:

- Work hard during your first year to define your role as much as you can to be aligned with your professional interests and goals. What happens in your first year may solidify such that changing it is difficult.
- Develop a friendship with at least one faculty colleague. Research suggests that having at least one friend in one’s workplace increases job satisfaction.
- Understand that, even though there will be challenges and disappointments, you’ve got one of the greatest jobs in the world!
**Joan Struzziero:**
- Develop a personal support network within the university. Find a mentor!
- Develop and adhere to a structured research/writing schedule that is inviolate.
- Communicate efficiently and effectively (e.g., don’t let emails run your life!).
- Prioritize tasks carefully and wisely; it is OK to prioritize your needs first!
- Recognize that universities are, first and foremost, institutions that are self-serving.

**Mark Swerdlik:**
- Make efforts to get to know and make connections with your colleagues in school psychology and other disciplines.
- Take the initiative to offer to collaborate with your colleagues on research projects. This is an effective way to jump start or begin your research program.
- Recognize that faculty contribute to their graduate programs in different ways—some are productive researchers, some outstanding teachers, and others excel in providing service to the program, professional organizations, or the community. Others succeed on the more balanced model, with significant contributions in all three areas—teaching, research, and service. You want to decide what kind of faculty member you want to be and how you want to best contribute to your program, department, university, and community in your role as a faculty member.
- If you are an applied researcher, reach out early to local school districts to establish research partnerships.
- Recognize that just because you know your subject matter does not translate into being an effective teacher. You must work to develop your teaching skills. Talk to your colleagues about effective college-level classroom teaching, supervision, and mentoring strategies. Attend and become active in school psychology organizations attending conferences and participating in online Listserv discussions specifically for university educators such as those sponsored by the Trainers of School Psychologists and the Council of Directors of School Psychology Programs, as well as NASP and APA Division 16.

**Dan Tingstrom:**
- Get involved in research as early as possible, even though it may not be what you consider your area. You may not even know what your area is yet.
- With regard to teaching, your goal should be to teach good, solid courses, but avoid the temptation to include all the bells and whistles, nor should you feel like you have to be the best teacher in the department, as this will only take time away from your research. This is not to say to be sloppy in your teaching, but find a good balance between teaching and research. If you are teaching in a doctoral program, it is your research quality and productivity that will typically get you tenured and promoted down the road, not how good of a teacher you may be. Research is somewhat less emphasized as a faculty criterion in nondoctoral programs.
- Get as involved in as many projects with others as possible.
- Look around and see who gets (got) promoted and what kind of record they have. There may not be clear guidelines as to how much research you need, so see what those who get tenured have done in terms of productivity as a guideline.
- Don’t let yourself get involved in too many service or committee assignments. Again, these are generally less important for tenure and promotion. Don’t be flippant about refusing to serve, but be polite and try to keep service to a minimum.

**Steve Truscott:**
- Stay connected to your family and friends. Your new career will be intense and immersive. It can be overwhelming. It is important to remember that when you finally get tenure, you will want to share
your accomplishments with people you love, so don’t neglect them along the way.

- You are like a snowball rolling down a hill. Right now, the snowball is small, but it picks up things along the way and gets bigger and bigger as you go. At some point it can get so big that it careens downhill out of control unless you are careful about the things you pick up as you go—committee assignments, extra speaking/training engagements, students, former students, journal reviews, national work—all those things are attractive and important in and of themselves, but they can build up until you have so many commitments that you get overwhelmed. So be careful and judicious along the way.

- Do something you love as part of your work and guard that thing jealously. Maybe you love to teach, or do cross-disciplinary work, or serve on a particular national committee—whatever it is, keep it. It is easy to have so many commitments that you lose the thing you love to do (see item above!).

- Figure out what matters most for tenure and do more of that than people say is enough. For example, at an R1 university they may say you need two or three publications per year to get tenure, for a total of 13–15 at tenure decision. Instead, you should go up with 20–21. (see below items). This means you will have to be ruthless in guarding your time until you reach your number. In a specialist program, what matters may be different—maybe four or five publications and some program work—or a certain level on the student evaluations. Universities require many different skills for a variety of work, but not all those things count. For example, I’ve seen people not get tenure because they were on so many dissertation committees that they did not have time for their own writing or did too much administrative work or served on too many committees—all of that work must get done, and it feels good to be asked and to be helping, but the bottom line may actually be “how many publications do you have?” Same with national work, journal work, and so on. Do what counts before you do other things.

- If research expectations prevent you from doing what you love, then you need to find a new place. There are plenty of university jobs and types. Find one that lets you do the things you love, at least sometimes.

- If I had to advise myself as a beginning academic, then I would say do some international work! It is fun, you meet great people, and it can lead to productive partnerships.

- Find productive writing/research partnerships that result in additional publications. Most of the successful people I’ve known work in teams.

- Don’t let the perfect be the enemy of the good with publications. There are now many journal outlets of varying quality; if something is not strong enough for one of the prestigious journals, then publish it somewhere else.

### Enedina García Vázquez:

- Be your authentic self, even if it feels like you are taking risks, especially as we work to be antiracist. Actions speak louder than words.

- Find someone to help you navigate the tenure and promotion process, even if it’s just to vent, get help with classes, help you network, and point you in the right direction.

- Recognize that sometimes, some of your greatest critics will be students of color. Don’t give up on them, though. Listen to your students and reach out to them, especially students from minoritized backgrounds.

- Learn to say, “My plate is full right now. Maybe another time.” I didn’t, and it stretched me thin. Those of us of color will be called to be in many committees.

- Be strategic in what you engage in. You can’t always say no, but a very important focus is research (it could make or break you depending on your institution), as is teaching. Service helps you with collegiality.

### Cindy Waltman:

- Take one day off per week to spend time with family and friends or to devote to personal wellness.

- Strive to maintain work–life balance.

- Exercise an hour per day.
• Engage in research that is meaningful to you, not what others think you should do.
• Connect with colleagues outside of work. For example: kayaking, walking, skiing, book clubs, picnics. Do not talk about work when engaging in these activities.

**Steve Welsh:**
• Prior to accepting a position, acquire a clear understanding of the expectations of the program faculty, department, college, and university with regard to teaching, research, and service, and how these three will impact your annual performance evaluations and path towards earning promotion and tenure. Attempt to match your career goals with the expectations of the program to which you are seeking employment. By all means, read your potential employers’ policy and procedures manual carefully.
• Consider joining TSP and participate in early faculty support activities.
• Seek to be exempted from committee assignments for your first year (or two) in order to have adequate time to complete course preparations and establish your research agenda.
• Seek financial support from your institution to support initial research endeavors.
• Include students in your research, publication, and presentations. The learning experience for them will be invaluable and build your effectiveness as a mentor.

**Paula Wise:**
• Seek out advice from experienced faculty members. “Stop, look, and listen” is not just good advice for crossing streets!
• Do not try to change things right away just because procedures are different than they were at your doctoral institution. Each university has its own culture!
• Attend any new faculty orientations that are available. Not only will you learn something about your university, you will also meet others who are in the same situation you are.
• Explore your surroundings! There are parks, restaurants, concerts, and other opportunities to learn and grow.
• Take care of yourself.
ADVICE FOR NEW SCHOOL PSYCHOLOGY PROGRAM DIRECTORS

George Batsche:
- Share the leadership role with colleagues—a collective leadership model that uses the skills of your colleagues.
- Participate in state university program director groups/forums.
- Develop an annual program report with program information, accomplishments, and contributions to the college/university. Submit the report to the department chairperson, dean and university administration. Meet with the dean to review the report.
- Establish/nurture strong partnerships with school districts, agencies, and university resources (e.g., other departments).
- Facilitate a 3–5 year program strategic plan with annual evaluations.

Bruce Bracken:
- Recognize that your role is to guide, facilitate, serve, and mentor.
- Model professional dispositions: integrity, honesty, fairness, and generosity.
- Do what you can to foster students’ professional identities and opportunities.
- Program rules are like saplings—straight and narrow, but flexible when necessary.
- Help students and colleagues through personal challenges.

Cindy Carlson:
- Remember, it is a privilege and honor to serve.
- Link with your peers.

Jack Cummings:
- Faculty collaboration is an essential ingredient of a successful school psychologist. The effective director sets the stage for collaboration. Consensus is sought on important decisions. An authoritarian director is likely to alienate faculty.
- The program director submits the annual accreditation reports as well as the lengthy multiyear accreditation reports. Valuable resources are the accreditation update meetings that occur each year at NASP and APA. Volunteer to become a NASP folio reviewer. By evaluating other programs, you will see how multiple programs address the accreditation criteria. Likewise, if your program is considering an application for APA accreditation or your program is already accredited, signing up for the APA 2-day site visitor training will provide a solid understanding of what is expected in each of the sections of the site visit report. Going on site visits allows one to gain intimate knowledge of other programs operate. Whether you are a NASP folio reviewer or APA site visitor, it is inevitable that you will learn innovative practices that might be considered for adoption/implementation within your program.
- The director of the school psychology program is a middle manager. Middle management means you communicate two directions. You are the voice of the school psychology faculty to the department chair and administrators up the food chain. Don’t wait for the department chair to schedule an individual meeting with you. Take responsibility for setting up individual meetings with the chair to keep the chair well informed about faculty and student issues. Tell the truth, the whole truth. Avoid telling a partial truth to make you position seem stronger. Your trustworthiness and future creditability depend on telling the whole truth to program students, faculty, department chair, and administrators above the chair.
- Meetings of the department faculty are an opportunity to inform department faculty about the significant accomplishments of the program faculty and students. Challenges the program is facing should also be shared. If a retirement is expected in 2 years, make the department faculty aware. The last thing you want is a program that your department colleagues are unaware of.
Recruitment of quality students is another essential responsibility of the program chair. Avoid a passive recruitment strategy. Start with the undergraduates at your university. Career nights for psychology majors are a good source of undergrads who have a potential interest in school psychology. If there is an undergraduate course that addresses careers in psychology, volunteer to present on school psychology opportunities, provide the students and instructor with various school psychology materials and websites, and mention your willingness to meet after class or at lunch to provide more details and answer any questions. It has been our experience that that we will get one or two applicants to our program. We ask applicants to our program where else they are applying. We make it a practice to talk up other school psychology programs. Even if the applicant does not matriculate into our program, the field of school psychology benefits when they matriculate into a school psychology program elsewhere. We all win when the pool is expanded.

We have noticed over time that when our graduate students speak highly of our program to their undergraduate advisor or a faculty member whose lab they worked in, we tend to see more applicants from that advisor or lab supervisor. Often the undergraduate advisor will be mentioned in the applicant’s essay on their goals. We should have been more consistent in communicating our appreciation to our new students’ advisors or faculty. However, we were consistent communicating with faculty from institutions serving a large percentage of students of color. Current students are critically important ambassadors of our program.

There are times when it is more prudent to schedule a face-to-face meeting, rather than sending an email. When it is reasonable to assume an email to an individual is going to elicit a strong emotional response, do not push send. Rather schedule a face-to-face meeting to discuss the issue. You will save yourself and the individual a series of emotionally laden emails that are draining for both of you, not mention the time associated with writing the emails. In the face-to-face meeting you can immediately see a reaction to something you said. This allows you to adjust what you say next.

 Unfortunately, faculty and student problems occur. I remember one situation when a student came to speak with me about an issue with another faculty member. I was horrified by what the student reported. My initial response was anger. I did not look forward to confronting the faculty member. But when I listened to the faculty member, I learned about the events leading up to the incident. The take home lesson is that there are usually two sides to a story. Listen to both sides before making a judgement.

**Tom Fagan:**
- Develop the policies needed to operate the program smoothly. Do not expect to manage things on an ad hoc basis.
- Distribute responsibilities in some areas (e.g., application reviews) to other faculty.
- Involve students in program governance while maintaining confidentiality.
- Get involved in your state and national associations and encourage students to do the same.
- Figure out the expectations for program approval at the national and state levels and keep the program approved.

**Patti Harrison:**
- Before accepting a position, consider the impact such a position will have on your career, work, life, family, and more. Sometimes the impact can be negative …
- Before accepting a position, confirm and fully agree with your administrator what the expectations, support, and benefits (e.g., stipend, course release, summer work, credit in annual evaluations, GA, tenure) will be.
- Use the many resources available for graduate program directors (e.g., from NASP Graduate Education Committee).
- Know when and how to say no to extra duties, because sometimes program directors end up with a lot volunteer service in this position, with limited benefits.
• Give yourself permission to say NO to such an opportunity. The benefits sometimes are not enough.

**Mike Havey:**
• Remember that you will likely have less autonomy than you did before you became director. You now answer to your chair, deans, and accrediting bodies.
• Remember that you probably won’t be directing anything. If you can coordinate the moving pieces of a graduate program, you will be doing well.
• Think about whether you can work with the constraints that come with being a program director. If you can’t, you might want to consider a different role.

**Susan Jacob:**
• Have or develop a carefully written student handbook that outlines policies for students.
• Have or develop a written calendar of important dates and activities for the program and for the graduate program director (e.g., admissions deadlines, date for review of applicants).
• Delegate specific responsibilities (e.g., admissions coordinator) to various program faculty.

**Judith Kaufman:**
• Be aware of the strengths, weaknesses, and potential issues of your faculty.
• Be objective and fair.
• Engage in collaboration and shared responsibility.
• Practice self-care.

**Ruth Kelly:**
• Talk to the previous coordinator to ensure you understand job requirements.
• Educate yourself about accreditation requirements for your program.

**Jim Larson:**
• Meet with program faculty and advanced students individually. Listen to their concerns and suggestions, and then schedule a follow-up meeting.
• Review the most recent NASP/APA accreditation folio and reports for improvement recommendations and follow up on progress. Meet with the primary writers.
• With input from knowledgeable others, write your own 5-year plan for improvements in student/faculty diversity, student financial support, available coursework, student research opportunities, and other areas of local concern. Review, amend, and share it yearly.

**Jeff Laurent:**
• Listen. What concerns your students? What concerns your faculty? What concerns your administrators?
• Delegate. Divide the load, when you can. Doing so gives others more ownership of the program, whether it is other faculty or students. It also makes the role of director/Coordinator less burdensome.
• Get into a rhythm. There are many tasks that you will do annually (e.g., reports, admissions, activities). Find the organizational strategies that allow these routine tasks to become easier and less time consuming.
• Find your internal and external supports. Other program coordinators/directors within your department share experiences, can provide resources, and can help problem solve. The chair provides another source of support within the department. Outside of the department, look for those who can help. In addition to deans and administrators, often the staff in the graduate school, marketing, alumni services, and other units within the university can be very helpful.
Antigo Martin-Delaney:
• Take time to get to know your faculty. They have historical knowledge about the program that may prove invaluable.
• Let your faculty help. There will be tasks, data collection, and reports that can be assigned to them, freeing you up for other important administrative duties.
• Never hide bad news from faculty. Treat them as professional adults. Budget cuts are always an issue in colleges and universities. Good school psychology faculties develop a plan to work with the budget constraints presented.

Jack Naglieri:
• Directing a school psychology program is very difficult; make time for the administration part but don’t ignore your research activities.
• If being in charge of a school psychology graduate program is your initial step to higher administration roles, make that known so that you balance your activities accordingly.
• Ensure that your program celebrates the diversity in the field rather than limiting what the student learn.
• Ensure that any approach the program emphasizes is scientifically sound.
• Keep in mind that your students are the future; teach them well.

Dan Olympia:
• One of my favorite observations came from an administrator in higher education who described his role as “to keep the trains running on time and think about where the trains are going.” Graduate program directors face similar challenges. Monitoring program requirements and availability of multiple resources (faculty, training materials, schedules, practica/internship sites, changing professional standards, etc.) to meet present and future requirements is time consuming and stressful, and it often requires a great deal of sensitivity to institutional, programmatic, student, faculty, and personal priorities.
• Selection of candidates for admission is one of the most important tasks undertaken by faculty. This most important decision requires an assessment of the applicants’ potential to master program expectations and complete the program in a reasonable time frame. Communicating those expectations to students regularly with meaningful progress reports, faculty assessments, and so on, is part of the role for program directors. Having to make reasonable adjustments to accommodate student needs is also part of the responsibility. I would always remind students that they represent our best picks based on our assessment of the match between program expectations and the faculty’s belief in their ability to complete the program. Reminding students that faculty want them to be successful is often necessary as they progress through various individual stages in professional development and training.

Stephen Pfeiffer:
• Don’t be afraid to ask for advice, assistance, help, or suggestions.
• Don’t let the newly elevated position, title, privileges, or authority go to your head.
• Nurture good relations and open communication with your department chair and dean.
• Develop and maintain contacts with other graduate program directors; they often become a valuable resource during your tenure as program director.

Joe Prus:
• Recognize that, despite limitations in your role, you have the power to impact the lives of other faculty and students. Advocate for them.
• Make sure that you have a very complete, well-organized program handbook that includes key
program and university policies.

- Foster teamwork with other program faculty. Share the responsibility for planning, implementing, and summarizing each major assessment annually. This will be of tremendous value when it comes to summarizing assessments for accreditation.
- Attend sessions on accreditation sponsored by the NASP Program Accreditation Board (PAB). If you direct a doctoral program, attend sessions sponsored by the APA Council on Accreditation. One of the best ways to become familiar with accreditation, and to get good ideas from other programs, is to become a program reviewer.
- Always complete your annual NASP program database and APA program directory reports in a timely manner. They are crucial to program student recruitment. Your NASP program database entry serves as your program’s annual report.
- Consider establishing a program advisory board that includes key community stakeholders. Such a group can consider program assessment, make recommendations, and advocate for the program.

Ron Reeve:
- Get to know accreditation systems. If in an APA-accredited doctoral program, train to be a site visitor. If in a NASP-approved or accredited program, become a program reviewer.
- Leadership is not an automatic skill. Read about the art of being a leader.
- Love your dean. Send the dean updates about the program’s successes regularly. You must advocate for the program.

Cecil Reynolds:
- Always remember that in the end, it is about the children.
- Remember it is not about you—it is about making other faculty and the students in your program the best they can be. Effective leaders make the people around them better; be a leader in more than title.
- Never let administrative demands overrule student needs.
- Be engaged with your professional organizations, especially APA and NASP.
- Make the hard decisions; you can never make everyone happy—no effective leader can do so.

James Rust:
- Talk to as many program coordinators as possible. Prepare for the job by reading the program handbook and online materials.
- Ask yourself if you can realistically be the program director and maintain your research.
- Find out if you are really going to be the director or the coordinator. How much help will the faculty and support staff be as you accumulate NASP-required data? Once you are hired, start early to plan for the next NASP approval cycle.
- How much flexibility will you have in selecting classes as well as times/days and online/in-person schedules?
- Try to gain the support of school psychologists in your region. They are important allies for your program.

Bill Strein:
- Make connections with other program directors through attendance at Trainers of School Psychologists (TSP) or Council of Directors of School Psychology Programs (CDSPP) meetings or through other means. You can learn a lot from your peers.
- Decide to what degree you want to be (or can be) the leader of the program or the program manager. These are overlapping but distinct roles.
- Remember that you are not the only member of the faculty with administrative responsibilities. Everything should not be on your shoulders.
Joan Struzziero:
• Create a really good, well written, current handbook for your program.
• Form alliances with others in similar positions. They get it like no others!
• Create an effective support system within your program or university. Simply stated: make friends.
• Develop a way to handle and prioritize emails and other communication and requests. (It is normal to want to scream on Monday morning when faced with an overflowing inbox!)
• Last, but not least, know that the work is never, ever done. Instead, it is an ongoing process.

Mark Swerdlik:
• Focus on your program climate by doing what you can to facilitate a positive working climate among program faculty and the various cohorts of students. Recognize student and colleague accomplishments, including obtaining awards; reaching various milestones like comprehensive exams, thesis, and dissertation completion; obtaining internships; graduating; and obtaining their first positions.
• Keep in touch with alumni, either through periodic newsletters or a Facebook group. They represent your future field supervisors as well as providing needed feedback on your program and support if the program is threatened.
• Set up a community advisory committee consisting of alumni, local school psychologists, local school and agency personnel such as principals, and consumers of school psychological services such as general and special education teachers, parents, and related service personnel such as speech pathologists. As you meet with the advisory committee, seek feedback on their perceptions of the graduates of your program. They can also serve as strong advocates for your program.
• Get involved in your state school psychology organization. This is an effective way to get to know school psychologists in your state who will be hiring your interns and graduates. Networking with school-based school psychologists is an effective way to promote your graduates.
• Get to know the administrators at the college and university levels. They can be strong advocates for your program, particularly in times of dwindling fiscal resources. Cultivate and maintain a positive working relationship with your department chair. Like principals are to school-based school psychologists, department chairs determine what your daily life is like as faculty member.
• Enjoy the role—it is a privilege to serve.

Dan Tingstrom:
• From the beginning of your academic career, keep your eyes and ears open with regard to admissions, student evaluations, APA guidelines, and regulations. Do not take on a director’s position right away if you can help it, as time will be very much needed to prepare your courses, engage in research, and generally learn the ropes.
• After a few years, assuming you’ve been productive in your research and your courses are well prepared, only then consider taking on a director’s position. You cannot imagine how much such a position can take away from, particularly, your research. Research is how you’ll typically be judged, at least in doctoral programs, so if you’re in a doctoral program, if possible, wait until you get tenured and promoted to take on a director’s position.

Steve Truscott:
• Attend CDSPP or TSP meetings. Meet your colleagues and get up-to-date info and advice. Program directing is generally a pain and has limited rewards, so find the program director tribe and use their collective support and wisdom!
• Fight for adequate release and compensation/acknowledgement. Directing a professional program is a lot of work! Often, your university may not understand that directing a program that requires separate accreditation, practicum/internship placements, and professional standards is fundamentally different.
from one that doesn’t. So, you may have to educate the powers that be.

- Do not reinvent the wheel when it comes to program accreditation. Use your available resources to meet the guidelines as they are stated. Trying to bend things around or create new ways to meet the guidelines causes lots of headaches, although sometimes it is necessary—maybe your program has a particular focus that you value highly—but don’t create unnecessary work for yourself.

- Hire people who are better than you and help them realize their goals! Clearly, hiring is not just your decision, but you have some influence.

- Pay attention to the larger university context and dynamic—position your program to contribute towards those demands. School psychology programs are resource intensive. They do not lend themselves to credit generation, so be creative and show how your program contributes to the institutional goals—maybe for prestige, maybe for grads who accomplish great things, maybe publications, maybe graduation rates; whatever those things are, make sure the administrators know it.

- Try to remember that stress does not bring out the best in people. Be kind. You may have to make or support hard decisions about students, faculty members, placement supervisors, but hard decisions do usually not preclude kindness and often require it.

**Enedina García Vázquez:**

- Anticipate, anticipate, and anticipate. There are many opportunities that you can take advantage of if you think of how that opportunity could help the program and students in the future. And work hard.

- Speak your truth. Truth before peace will give your job clarity. Plus, this will help as we work focus on antiracist practice.

- Determine what resources are available to you. You don’t always have to reinvent the wheel.

- Decide what leadership roles you will want to pursue. Being a director positions you to be a department head or dean, or to even pursue a higher level position. Did someone say president?

- Remember that there are at least two sides to every story. Listen carefully.

**Cindy Waltman:**

- Follow advice listed for a new school psychology faculty member!

- Take turns with colleagues; limit terms to 3 years as director.

- Stay connected with the previous program director. Reach out as needed.

- Wait until your second year to make changes.

- Engage with TSP and CDSPP.

**Steve Welsh:**

- If you haven’t already, become a NASP program reviewer. The knowledge you gain will be very useful when you are the lead person preparing your program’s accreditation portfolio.

- If you haven’t already, become an active member of TSP, NASP, or APA Division 16. Relationships you develop with other trainers will be invaluable when you find yourself looking to fill faculty vacancies in a highly competitive job market.

- Understand one of your major responsibilities is to compete for resources for your program in a highly competitive environment where the availability of resources is often limited.

- Understand that developing and supporting a strong cadre of field-based practicum and externship supervisors is critically important for your students’ and program’s success. Creating a cotrainer philosophy or approach is one strategy you may find valuable. Including your field-based partners in faculty meetings and program decision making can help foster the development an effective cotrainer relationship.
Paula Wise:

- Develop an inclusive style. It may seem easier to do everything yourself without consulting colleagues, but don’t fall into that trap.
- Keep your office door open to colleagues and students.
- Learn from your mistakes—you will make plenty!
- Communicate with other program directors in your state.
- Keep a sense of humor. It helps!
ADVICE FOR BEGINNING SCHOOL PSYCHOLOGISTS

George Batsche:
- Ensure that you have the opportunity for collegial supervision or collaboration for at least the first 2–3 years. Seek feedback frequently on your performance.
- Know when to ask for help and do it.
- Set annual professional development goals—but only those you can actually commit to implementing.
- Become part of the community of your school district.
- Enjoy and love your work.

Bruce Bracken:
- Exemplify evidence-based, best practice service delivery.
- Recognize that you are a team member, not the team manager.
- Remember that every child embodies the hopes, dreams, pride, and aspirations of their parents.
- Engage in professional development throughout your career.
- In all things, seek the best means to the best ends.

Jack Cummings:
- Find out as much about the schools you serve before you step foot in your schools. To learn the names of the principal and teachers, use the staff directory of the school website. Make friends with the principal at each school you serve. Express how excited you are to be assigned to the school. Find out the principals’ perception of the significant needs at the schools. Figure out ways to help meet the goals but speak to your supervisor before you volunteer. Your supervisor may know of district resources that could be tapped to help meet the need.
- Memorize the names of all school employees. As mentioned above, use the school’s website to learn teachers’ names before you meet them. Memorize the names of all school employees. In order to remember an individual’s name, you must consciously make it a priority as soon as you hear the name. Focus on the individual’s facial characteristics, make associations with another person with the same first or last name, and use the new name in the initial conversation. For additional hints to remember names, do a Google search for “ways to memorize names.”
- If you are a shy individual, leave your shyness behind as soon as you walk on school grounds. Become a gregarious school psychologist, greeting others with a smile. Be positive.
- Eat lunch with the teachers. Teachers often resent the fact that school psychologists can eat outside the building. Lunch is a great opportunity to make friends with teachers and learn about the culture of the school.
- Be on time. If you had a meeting with the superintendent, you would not be late. Treat each meeting as if you are meeting with a very important person.
- Stay connected with your fellow graduate students. Use whatever social media platform they are likely to check regularly. Celebrate their successes.
- Attend local and state conferences of school psychologists and conferences of your school mental health team that includes school social workers, counselors, and school administrators. Know the mental health providers serving your schools. Know both the school-based mental health workers and those who are community based or private practitioners.

Tom Fagan:
- Set up your own retirement accounts (stocks, bonds, etc.). Do not depend solely on your employment or social security for your retirement.
- Seek employment with broad school psychology applications. Avoid being a psychometrist for much of your job, but be sure to be competent in testing and related areas.
• Balance your home and family life with your work.
• Develop positive relationships with your colleagues and persons in your employment setting.
• If you are a member of a minority group, refuse to be used. That is, don’t become the committee member or chair just because the program wants broader representation. Similarly, on the job don’t be the school psychologist that does most or all of the minority student evaluations. Demand as broad an employment role as your colleagues.

Patti Harrison:
• Take steps to firmly establish and continue to foster your identity within the profession. One example is to maintain membership in professional school psychology associations (e.g., NASP, APA, state association; and many have early career membership discounts).
• Keep up with professional resources (journals, newsletters, websites, Listservs, social media, books, and more). Continue your learning and professional development. A major factor is your time; it is difficult to find time to do this. However, try to allow yourself a bit of time each week to catch up with the latest information. Perhaps join in-person or online study groups.
• You are responsible for your continuing development as a school psychologist. Do not leave it up to supervisors to tell you what to do. Much of this requires you to be active and strategic—to seek, discover, and engage in professional development activities. Seek mentorship from your local colleagues and engage in activities with them to foster your development. When seeking mentorship, do not limit yourself to only those in your local work setting. Technology allows you to discover and benefit from mentors across the country and world.
• As soon as you can afford to do so, attend professional school psychology conferences (especially NASP and APA, if you can, but definitely state association conferences).
• Achieve a comfortable balance with professional, family, and fun activities. This is difficult sometimes, but important.

Mike Havey:
• Be confident. You know more than you think you do.
• Be humble. You don’t know everything.
• Seek out a mentor.
• Take continuing education seriously. The field is constantly changing.
• Avoid hopping on every bandwagon that comes along.

Susan Jacob:
• Review your official job description and how your job performance will be evaluated. Take proactive steps to collect your own accountability data and use it to improve your performance and to let others know about the good work you do.
• Read/learn about (a) social power (e.g., expert versus referent power) and how to positively influence others to make sound decisions, (b) how to deal with difficult people, and (c) common cognitive errors that lead to nonscientific thinking (e.g., confirmation bias, base rate neglect).

Judith Kaufman:
• Work with your colleagues.
• Be realistic in your expectations.
• Try to understand the politics of your environment.
• Don’t be afraid to ask questions.
• Have a life!
Ruth Kelly:
- Get to know your school staff including certified and noncertified personnel.
- Listen to everyone at meetings and include everyone in the discussion.
- Understand basic psychometrics of standardized tests and be able to explain these to others in the school.
- Understand typical development for children and adolescents.

Jim Larson:
- Be useful. Get yourself into classrooms, hallways, lunchrooms, bus areas, and recess grounds, and be a competent adult when needed.
- Secure and protect dedicated time for knee-to-knee mental health/behavioral counseling and teacher consultation services. Allow yourself to be a complete school psychologist and not only an assessor.
- Connect with school counselors and social workers and share professional interests and expertise for future referral needs. Learn about local community support and mental health resources.
- Become an active member of your state school psychology association and NASP.
- Volunteer to conduct staff inservices on useful topics of mutual interests, such as “Understanding and Applying Functional Behavioral Assessment” and “Behavior Principles in the Classroom.”

Jeff Laurent:
- Be friendly. Being a nice person can go a long way in how willing and open students, teachers, parents, and others are to share their feelings, problems, and ideas with you. You want to create a positive feeling when someone sees you entering the building, rather than an “oh no” response.
- Be compassionate. It may not seem this way, but people generally try to do the best they can. We often do not know the backstory of those whose paths we cross. The “bad” kid doesn’t want to be bad. The jaded teacher wasn’t always like that, otherwise they wouldn’t have chosen to be a teacher. There are no courses in most high schools or colleges on how to be a good parent.
- Develop your system. You became a school psychologist to work with students, teachers, and parents. You didn’t become a school psychologist to do paperwork, but that can seem like half the job. Work to find ways you can be efficient in doing the necessary administrative duties and organize your time to be as rewarding as possible.
- Recognize that life isn’t fair. Despite your best efforts, some students will continue to struggle, some teachers will not work with you in a productive way, some parents will not like you, and some administrators will not always support your ideas. Don’t let these situations make you forget your successes.

Antigo Martin-Delaney:
- If you are school based, use the first week of school to visit and observe in all the classrooms in your building in order to get to know the teachers and let them get to know you by sight and name.
- If you are school based, schedule a meeting with the principal. Discuss how you might help the school meet its goals for the coming year. Also discuss how you might proactively assist in the RTI process.
- If you are district based, during the first week of the academic year visit each school and introduce yourself to the school secretary, principal, assistant principal, special education teachers, speech pathologist, and school nurse. These are the individuals you will be working most closely with during the year, and it would be good to get to know them early.
- Always check the names of parents. Do not assume that each parent and child share the same last name.
- If you are working in rural areas or large urban areas with a large immigrant population, do not assume that all parents read or read English. Assumptions are dangerous for us as school psychologists. Check your assumptions about families at the door and get the facts about them so you can help teachers be more successful when working with all families and children.
**Jack Naglieri:**
- Listen and ask before speaking.
- Always ask for the scientific support for anything you are directed to do.
- It is your responsibility to be an advocate for the student—be strong in this regard.
- You have a lot to learn; be open to all ideas, embrace those supported by good science, and do not embrace those that are not.
- Know that you WILL change the course of a student’s life by what you say, for example, when you conduct a comprehensive assessment. Ensure everything you say has scientific support so you are prepared for the due process hearing.

**Dan Olympia:**
- If you are filling a vacant position, ask about the previous psychologist and how they functioned in their role; in many ways expectations for you will be determined by what areas were done well and what areas needed further development.
- Systems level assessment is important to determine how tasks are accomplished, who is able to get things done, what kind of organizational culture operates in the school/district/facility, and if there is openness to change or preexisting biases. I will relate one particular experience: Upon arriving at one new middle school assignment, I sought out a teacher to discuss a student. He asked “are you the new psychologist?” and when I answered in the affirmative, he quickly and decisively stated “I don’t like psychologists.” Needless to say, he eventually became both a valued colleague and a great resource for working with difficult students (having been one himself!). Having an approach to this task goes beyond reviewing a simple checklist.
- Find and reflect upon humor wherever it exists or is needed. Kids (and adults) do say the darndest things. Occasional self-deprecating humor in an appropriate context also serves to show others you are approachable.
- During a healthy discussion of atypical, new, and emerging roles for school psychologists, one of our esteemed colleagues once stated simply, “a psychologist’s primary responsibility in the schools is to make yourself useful” with your knowledge and training. I understood that to mean occasional hands on interventions, where I would model how to respond to challenging behaviors.

**Stephen Pfeiffer:**
- Have fun in your new position.
- Be patient.
- Make connections with other school psychologists in your district, in nearby school districts, and across the state.
- Get involved with your state school psychology organization and with NASP.

**Bill Pfohl:**
- Learn and use good time management and organizational skills.
- Make sure others know who you are and what you do. Don’t be a stealth psychologist—be visible and involved.
- Become part of the school community and develop personal relationships with teachers and other colleagues. Don’t be someone mysterious who just arrives and leaves, with no one knowing who you are or what you do.

**Joe Prus:**
- If you qualify (e.g., you have graduated from an accredited program or the equivalent), apply to be a Nationally Certified School Psychologist (NCSP). It’s a credential that you’ve earned, and it signifies the high level of your preparation.
• Ideally, as school psychologists we seek to be liked and respected. But as child advocates, it’s more important to be respected than liked.

• *Never* (if at all possible) hold an assessment feedback conference with a parent or caregiver without having interviewed or talked with them previously. A prior opportunity to talk with them one-on-one helps to establish rapport (which is much easier to do one-on-one than in a group with many professionals) and to assess the parent’s potential reaction to assessment findings and recommendations.

• Begin assessment feedback conferences with an opportunity for the parents or caregivers to share their perspective of their child’s strengths and weaknesses. As much as possible, first reinforce the parent’s perspective by sharing results that support that view before sharing and discussing results that might not.

• *Always* cite genuine strengths (versus platitudes) in psychoeducational reports and feedback conferences. A genuine strength is one that can and should be used as part of the student’s educational plan or intervention. Make use of strengths as well as address weaknesses or concerns.

• Follow the “Do unto others” rule. *Never* make or support a recommendation to a parent or caregiver that you personally wouldn’t support as a parent or caregiver.

**Ron Reeve:**

• Meet every teacher and staff member in your buildings.

• Socialize with colleagues.

• Get to know the culture of the communities you serve. Find a way to connect with ministers; they often are the best connected with the populace.

• Volunteer to coach, direct plays, or anything else that will make you part of the team in your schools.

• Align with teachers rather than administrators. Join the union or other educators’ groups.

**Cecil Reynolds:**

• Always remember that in the end, it is about the children—but know that not everyone shares that view.

• Stay current with the research in our field.

• Engage in evidence-based practice.

• Never let administrative demands overrule student needs.

• Practice self-care—it is a hard job, especially emotionally.

**James Rust:**

• Find a seasoned mentor to help you learn your job and gain tenure. Each district is unique.

• Look after your own emotional and physical needs to avoid burnout. That is one of NASP’s major recent themes.

• Arrive early to work. Be a positive helper in your buildings. Accept opportunities to expand job description and your skills.

• Offer inservice or parent education programs.

• Don’t be defensive or take constructive suggestions personally.

**Bill Strein:**

• Listen to your “still, small voice” and remember that “if it smells bad, it is bad” when considering ethical challenges. A thorough knowledge of ethical and legal standards is critical, but not enough.

• Never get good at something that you don’t want to do. (Advice I heard from a NASP honoree’s speech.)

• Hold in your mind two seemingly contradictory thoughts: (a) In psychology, most effect sizes of interventions are small; (b) What may seem like small changes are often big changes in the life of a student.
Joan Struzziero:
- Maintain a sense of humor and optimism.
- Limit the amount of work that you bring home (Maintain some boundaries!).
- Attend conferences, read current research, and stay connected.
- Carefully build and nurture professional and personal relationships.
- Never let the families of others become more important than your own.

Mark Swerdlik:
- Take pride in and recognize the important contributions you are making to address the mental health and educational needs of the children and families you serve.
- Eat lunch with the teachers and attend building social events such as school carnivals, teacher social events, and more so you become part of the fabric of that school and are not viewed as an outsider. These are great venues to get to know teachers and to establish relationships that will provide dividends as you consult with teachers and other staff.
- Recognize the importance of establishing a positive working relationship with your building principals. Virtually everything you do in a school building is affected by the principal.
- Take risks and exert the time and effort to expand your role. If you want to move away from only individual child assessment, offer to get involved with prevention programs such as running classroom social skills groups.
- Never stop learning. Read school psychology journals, attend professional conferences including skill-based workshops, and seek supervision or mentoring when trying to learn a new skill or working with a new population of students.

Steve Truscott:
- Exercise humble leadership in your practice. Remember that you cannot lead or do much of anything without the people you work with, so treat teachers, parents, principals, janitors, and office staff with respect and kindness. Make them look good when you can, temper your criticism, and show your appreciation for the hard work they do every day.
- One of my early practitioner mentors pointed out that we often work with the hardest kids—the ones everyone has tried everything with and those things are not working. That perspective helped me better understand the context of my efforts. Sometimes you make a difference and sometimes not, but it is important that you be willing to try, because, often, everyone else has tried what they know and sometimes you can make a little difference even in the most difficult cases and some other times you make a difference that is not immediately apparent. The important thing is to keep trying, because for some children, you are the only one left.
- Always remember that there is a difference between precision and accuracy. The tests you will learn yield numbers, and those numbers, because they are precise, will be easy to think of as representing something fixed and real, but there are reasons you are taught to report score ranges (confidence intervals) rather than a number—and you will notice that the ranges are large. For example, it may make you uncomfortable to think that the best we can do is say we are pretty certain that the true score is somewhere between ± 7 points of the obtained score. However, you will see that the seemingly precise numbers often change when you test a child multiple times or with different tests. So, we have the best chance of being accurate when we use multiple sources of information and multiple methods over time to reach conclusions. And even then, we need to understand the limitations of the methods we use—despite their (illusory) precision!
- In 1960, Thomas Szasz wrote “who defines the norm and hence the deviation?” Much of what school psychologists do is related to determining deviations from normal. It is important to remember that normal is defined by someone or some people, and those definitions are loaded with value judgments and social constructions—whether it be what classroom behavior is considered normal or what tasks
are used to represent intelligence. This perspective is particularly important to remember when we are working with people who are different from us in some way—socioeconomic status, race/culture, disability, etc. Are we just imposing our own or the systems’ biases? Szasz wrote “These considerations underscore the importance of asking the question ‘Whose agent is the [school psychologist]?’” In other words, it is important to question whether you are working for the child or the system. Sometimes it is both, sometimes one or the other, but it is always worth considering.

- Do something you love as part of your work and guard that thing jealously. Maybe you love to teach the high school psychology class, or read to kindergarten kids, or serve on the curriculum committee, or teach a yoga class to help teachers destress, or coach volleyball—whatever it is, keep that thing. It is easy to have so many commitments that you lose the thing you love to do.

- On the day you graduate—after years of coursework and many hours of practicum and internship—you will be a beginning school psychologist. There is still much to learn, and you will often find yourself wondering what to do. That is completely natural. Keep learning, seek mentors, and gain experience! You will become more knowledgeable and experienced over time if you are open to new information and wisdom.

**Enedina García Vázquez:**
- Get the lay of the land and get a good handle on the environment and how you will fit in. Where does the district or school stand on issues related to IDEA B? (Not that one! This one: Inclusion, Diversity, Equity, Access, and Belongingness.)
- Determine what and where the resources are in your schools, district, local community, and state. You may not be the only school psychologist of color or the only bilingual one.
- Continue to attend conferences and grow your skills. And keep reading.
- Do not succumb to the idea that “we don’t do it like that here.” This approach often means shortcuts.
- Remember your training. Programs do strive to teach best practices.
- Work hard.

**Cindy Waltman:**
- Expect that you will learn more during your first year than you did during your program.
- Stay connected with mentors and university colleagues.
- Attend the NASP convention and local workshops.
- Take one day off per week.
- Exercise for an hour per day.

**Steve Welsh:**
- Expect to feel overwhelmed at times. By all means, share your challenges with your supervising school psychologist. Your supervisor will understand and help you navigate the challenges before you.
- Expect to feel overjoyed at times when you see the results of your work make a tremendously positive impact on a young person’s development and quality of life.
- Stay connected to your mentors and fellow program graduates.
- Get involved in your state’s school psychology association. Participation in your state association is a great strategy for building valuable and fulfilling relationships with fellow school psychologists.
- Find a trusted colleague, preferably someone not employed in the same workplace, with whom you may confidentially discuss professional dilemmas, ethical practice issues, and workplace concerns. These conversations may help you clarify issues and generate strategies to address concerns with a professionally knowledgeable yet emotionally detached colleague.
Paula Wise:
• Be friendly to everyone: administrators, teachers, secretaries, custodians, and paraprofessionals.
• Be confident, but not overly confident! Don’t be afraid to take constructive criticism.
• Spend time getting to know the staff members. Have lunch occasionally in the teachers’ lounge.
• Remember that each school building has a different vibe. Respect those differences.
• Find one or more school psychologists in your area for advice and counsel.

Jim Ysseldyke:
• Gain important skills up front. Acquire the skills during your professional training that will enable you to fulfill the broader role expectations school psychologists can be expected to fulfill. School psychologists ought to be those individuals in the school system who know the most about learning theory and how to apply it to advance academic competence and bring to bear the resources of the broader community to enhance student well-being. School psychologists should know enough about educational policy, consultation, and assessment to be able to influence schools more generally. They should be able to design interventions and accommodations that enable students to succeed in inclusive or special education environments. If they do, then they can apply that professional expertise in ways indicated in the following tips.
• Interview hard. Ask hard questions when you interview for a position as a school psychologist, and if you do not like the responses you hear, then feel free to walk away from a position. Ask about expectations for time spent testing and engaging in writing psychoeducational reports versus intervention planning, time spent in problem solving and preventive activities, teacher consultation, systems-level consultation, data analysis, and helping teachers know the extent to which their students are learning. Get a good solid feeling for how administrators, whether the superintendent, director of special education, or director of psychological services, expect you to behave and spend your time on the job. If expectations do not mesh with how you view the role of the school psychologist, consider the extent to which you are going to be able to change those expectations. If the probabilities are slight, look for another position.
• Be picky. Look to be employed in a system in which school psychological services have moved beyond a test–IEP–repeat model to one focused on multitiered systems of support.
• Be a change agent. If you are not able to be employed in a district in which services are provided as you believe they ought to be, then work slowly over time to change them. I have learned that you change school systems the same way you move graveyards: One body at a time.
• Document, document, document. Document your activities as a school psychologist, and to the extent possible, the outcomes of those activities. This cannot be stressed enough. If you are working to make changes in a school district, you will need to have evidence of what you did and the outcomes of what you did. Even if you are not working for change, it is a good idea to track your actions and their outcomes. A really nice article by Robert Stake, entitled “The Countenance of Educational Evaluation,” published in Teacher’s College Record, provides a nice model for doing so.
• Collaborate. Just as I have stressed in my advice for those working as faculty, I would argue that those working in schools work collaboratively with their colleagues. This is especially the case in those instances in which school psychologists are assigned to one or more buildings and never rub shoulders with another school psychologist. Find ways to connect with your fellow school psychologists. Be sure to attend local, regional, state, or national meetings, if possible, and learn from and share with your colleagues.
• Engage in professional development. Stay current in developments in the field. Fifteen years after I completed my graduate studies, I realized that, with the exception of statistics, very little of what I had learned was true any longer. It is imperative to skim the contents of journals and then read those articles that seem really important to you. It is important to take advantage of podcasts and webinars offered through NASP. There is really good material there. Podcasts, for example, can be listened to...
on your way to and from work, and they contain great information. It is a good idea to skim the content of NASP annual convention papers and then obtain copies of handouts, slides, or recordings of sessions that contain information important to you. Each year I would pick a topic that I knew nothing about and attend the session, or obtain a recording of the session, or obtain copies of handouts for the session and review them. It was amazing what I learned. Please do not be like the school psychologist I encountered once early in my career at Penn State University. He was working in rural schools and was administering the 1937 Binet Intelligence Scale even though two revisions had since been published. I asked him why he was still using the 1937 Binet and he replied, “It’s the one I was trained on; I’m comfortable with it.”
ADVICE FOR RETIRING SCHOOL PSYCHOLOGISTS
OR SCHOOL PSYCHOLOGY FACULTY

George Batsche:
- Don’t wait until it is too late.
- Start planning a couple of years out.
- Be sure you know what you want to do in retirement and start putting those structures in place.
- Involve your spouse/partner in this decision of when you will retire and what you plans are for retirement. (Maybe they may not be too thrilled about you hanging out at home all day!)
- NOW you have the time to pay real attention to your health and wellness in retirement, so do it beginning the first day of your retirement.

Bruce Bracken:
- Let it go; shake the dust from your sandals and move on.
- Realize you retired from your job, not your career.
- Fear not, there are many capable colleagues to fill your role.
- Mentor those who seek your experience and wisdom.
- Maintain professional relationships; friendships extend beyond retirement.

Jack Cummings:
- Five years before I retired, I looked forward to having time to hike with my wife, ride my bicycle, and sail. The year before I retired, I had second thoughts. When speaking with colleagues they said, “You have a position with incredible flexibility. You have the freedom to decide how you are going to allocate your time to teaching, research, and service. You get to work with bright students, you travel to conferences in interesting cities, interact with colleagues around the country. Why would you consider retiring?” During that preretirement year I reflected on how much work it took to earn a doctorate, the years preparing for tenure, promotion to full, and so on. Was I crazy to give it up? It is a question that each potential retiree faces.
- To provide context, I’ll share my perspective on the retirement decision. When I joined the Department of Counseling and Educational Psychology, I was the youngest faculty member in the department. Over the course of 37 years at Indiana University, I watched all but one department faculty member retire. Some retirees continued their research, textbook writing, and attendance at conferences. Some continued to teach in much reduced fashion. For these colleagues, retirement was essentially a continuation of the life as an academic except at a slightly slower pace. Others turned in their keys, asked to have their names taken off the email distribution lists, packed the contents of their office, and left the university. Most retired faculty I observed were somewhere between the two extremes.
- When contemplating the retirement decision, you will need to decide where you hope to fall on the academic retirement continuum. I’m 4 and a half years into retirement and I have chosen not to teach. I dropped off editorial boards. Since retirement, I have been on five dissertation committees. A month ago, I served on my last dissertation committee. I’m now very close to fully retired. I am still writing letters of recommendation for students who have graduated in the last 3 decades and letters of support for those who are nominated for various awards. I enjoy keeping up with graduates and colleagues on Facebook/Instagram. It allows me to know about their marriages, babies, interesting travels, and more.
- Retirement brings challenges and opportunities. Immediately following my last semester, my contact with colleagues and staff decreased sharply. In the first months of retirement, I did not notice the absence of interpersonal work contacts because I was too busy with house projects and enjoying the newfound free time. At some point during the first year of retirement, I missed my colleagues and students. The free time allowed me to join the boards of the Bloomington middle/high school boys/girls Lacrosse Association and the board of a local organization providing services to individuals
with disabilities. The free time allowed me to further my passion for sailing. I have spent a lot of time reading books on sailing, watching YouTube videos about sailing throughout the world, getting certified to teach American Sailing Association’s courses on Keelboat Sailing, Coastal Cruising, and Bareboat Sailing. I joined the board of directors of the local sailing association and have enjoyed teaching adult sailing. The lack of defined academic calendar allowed me to say yes when I was asked if I wanted to do a transatlantic passage with three other experienced sailors. That led to opportunities to sail in the Mediterranean and to the Canary Islands off the coast of Morocco. Retirement is great if you have hobbies/passions that can facilitate new social networks and can fill your days.

- Read Nancy Schlosberg’s 2009 book, *Revitalizing retirement: Reshaping your identity, relationships, and purpose* (APA press). The author was Professor of Counseling Psychology at the University of Maryland. Like many retirees, she relocated after retiring and much to her surprise she initially struggled.

**Tom Fagan:**
- Avoid an abrupt end to your job; use 6 months to a year or more to get ready to retire. Perhaps you can maintain your office, parking, etc. beyond formal employment.
- Find a way to enjoy doing nothing! Pick just a few things each day or week you might wish to do, then do them.
- Decide how much ongoing connection to your former employer you want or your former employer wants.
- Sad as it may seem, don’t plan on sitting by the phone waiting for former colleagues to call for help or to see what you are up to now. You chose to move on, and it is very important that the program and job be able to survive without you.
- Recognize that you are no longer in your former role. Don’t try to influence things from your retirement. It’s no longer yours and no longer your problem.

**Patti Harrison:**
- Be strategic and decide how much or little time and energy you want spend in continued professional activities. If you have been active on committees, for example, yes, you will continue to receive invitations to serve on committees. Give yourself permission to say no, if you want.
- If you decide that you still want to have some professional involvement, be strategic and selective about what, when, and how much you want to be involved in.
- Carefully consider why you want to be involved in a particular professional activity. Only continue your involvement for reasons important to you, as a retired person. It is ok to engage in only those activities that will be fun or rewarding to you. And be willing to drop out of an activity if it becomes stressful or is no longer fun.
- Don’t worry about being bored in retirement. If you were active before retirement, you will stay active after retirement. I’ve heard many people say that have been busier in retirement than they ever imagined.
- It is ok if you engage in no professional activities at all. There are many volunteer, family, social, and other activities that can be very rewarding … and nonstressful.

**Mike Havey:**
- Find something to occupy your time ASAP.
- Travel.
- Enjoy!

**Susan Jacob:**
- Forgive and forget.
- Find a good financial planner.
- Explore new activities.
Judith Kaufman:
- Plan for the future (have interests, dreams, and goals).
- Broaden your social network.
- Think about volunteer work, whether using your skills or something new.
- Plan adventures.
- Keep your mind and body engaged.

Ruth Kelly:
- Find and pursue your personal interests.
- Set up your own office space at home.
- Spend time with other people.

Jim Larson:
- Know when to fold ‘em. Vow not to be that eccentric old legend that everyone loves but wishes would just leave gracefully and make room for new blood.
- Stay active with your state school psychologists’ association and NASP. Chances are there are abundant opportunities for your volunteer time.
- Make yourself available to the neighborhood school for any number of roles that you would enjoy and that they would find helpful.

Jeff Laurent:
- Allow others to celebrate you and your career. It is likely that you’ve positively impacted several hundreds of people, one way or another, throughout your career. They want to say “thank you”—let them, even if you don’t think it is necessary! Also, help them know how to thank you in a way with which you are comfortable. That may be a group activity (e.g., a retirement party), small group or individual activities (e.g., going to lunch or dinner), or through donations to a particular cause.
- Accept change. Although you may still be close to your program or school district, from an organizational standpoint, you are no longer an employee, regardless of how much time you’ve spent with them. You may still have some privileges within the organization (e.g., parking, office space), but you will likely be out of the loop—no more email updates about things or invitations to events. The old adage, “It’s nothing personal; it’s just business,” is an adage for a reason.
- Look forward. It’s natural to reflect during a transition, but the future offers many opportunities, some of which may have been put on hold while working. Although it seems like you will have more time during retirement, if you talk with retirees, they often say they seem busier than when they were working!

Antigo Martin-Delaney:
- Plan for retirement financially, mentally, and emotionally. As with most things in life, be flexible. I had great plans, then the pandemic happened, and I had to accept that those plans needed to be flexible.
- Find a new passion. Take up a new hobby or return to a previous one. You are never too old to learn something new.
- Spend time with friends and family.
- You worked hard, now go out and enjoy!

Jack Naglieri:
- Enjoy life.
- If you are semiretired, don’t let work stop you from enjoying life.
- Use your wonderful brain, it is best in the long run.
Dan Olympia:
- You don’t have to disappear completely, only be more selective in your choices of how to spend your time.
- Assuming you have attained some level of self-sufficiency, find time to volunteer for activities that align with your personal and professional interests. I love volunteering at the Sundance Film Festival and other events, and recently I became president of a lake association near our vacation home.
- Revisit interests shared by your spouse or significant others—travel, family reunions, and other adventures/celebrations. You’ve earned it!

Stephen Pfeiffer:
- I am too early into my retirement (I retired from the University in May 2019) to offer any advice to others!
- Invite suggestions and ideas and experiences from other retirees who you know, but remember that there is not one best or one right way to live your life following retirement!
- Be open to not knowing exactly how you are going to approach retirement immediately after you stop working.
- Be open to experiment with different ways to live in retirement; find what feels right for you. For example, some find meaning and serenity in volunteer activities, but not all. Some enjoy travel, even in this crazy time of COVID. Others find enjoyment in taking classes or learning new hobbies.
- I am learning to view retirement as not necessarily one last time period in my life, but rather as an opportunity to explore different things that I might want to try over the course of what I hope will be many healthy years! I guess, then, I will add this addendum: Get yourself in good shape and good health, if you aren’t already, to increase the likelihood that you will have a long and vibrant life post work!

Joe Prus:
- Consider a wind down or step down option if that’s available as a way to ease into retirement.
- Do whatever you want (that’s legal!). You’ve earned that right.
- As was once suggested to me by a friend, don’t make any major decisions (e.g., to move to an entirely new region) immediately. Give yourself time to adjust to retirement.
- Seek advice on when and how to begin drawing Social Security benefits and your Medicare options. If you are married, coordinate benefits with those of your spouse.
- Appreciate the fact that you made it to retirement! Not everyone does.

Ron Reeve:
- Travel now. Age catches up to our bodies fast after retirement. Make that bucket list of places you hadn’t had time to visit while working.
- I chose to do clinical supervision in our clinic for assessment training for advanced doctoral students and postdocs for 4 years. It kept me from feeling a sudden loss of professional self. I did it for 1–2 days a week (except when we were travelling). Thus, I got to hang onto ongoing relationships with all the cohorts I had taught, through their graduation.
- You now have time to reconnect with former student mentees. I was delighted to catch up on careers, families, etc. of grads with whom I worked 40+ years ago (except for the fact that several are already retired…).

Cecil Reynolds:
- Let go, but stay intellectually active and engaged.
- Have a plan before you retire.
- Check in on the field occasionally—you will appreciate the change.
- Do some volunteer work somewhere with children or families—even a little bit will help you both.
James Rust:
• Sign up for retirement workshops. Navigating Medicare is a shock. Plan on speaking with numerous, helpful advisors as you sort through various options.
• Friends told me that I would know when it was time to retire. They were right.
• Expect to have to work at the adjustments involved in retirement. Rebecca Branstetter’s https://www.thrivingschoolpsych.com/time-for-retiremen site that is dated 2008 provides advice that may be helpful.
• Get your finances in order before you announce your decision.
• Stay active and busy. I like to stay busy, and that has not been a problem because it is easy to find folks who need a little help and who appreciate someone eager and able to provide it.

Bill Strein:
• Think about your decision to retire thoughtfully. That decision is highly individualized and not, by any means, solely a function of age.
• Consider retiring when your job becomes more work than professional fun.
• Decide to what degree you want to continue professional work in some manner, or simply jump off the cliff.
• Remember this: When someone asks you to do something, you can actually choose whether to say “yes” or “no.”
• Don’t forget to take naps!

Joan Struzziero:
• Maintain a sense of humor and optimism. We end as we start!
• Engage in self-care activities that bring you joy.
• Don’t let all that good knowledge be wasted. Volunteer to help others.
• Mentor someone.
• Last, but assuredly not least, try to make the most of each and every day!

Mark Swerdlik:
• Although you are on your way out and perhaps viewed as less relevant, do all you can to help your program colleagues be successful after you leave. If you retired as the program director, offer to meet with the new director as often as asked and share all your institutional knowledge, provide a detailed list of tasks and timelines to complete them, respond in a timely manner to the new director’s questions. Remember how more senior faculty helped you when you first started a new role. However, recognize that things will change, and the new person will have strengths and enthusiasm that perhaps you did not have at the end of your tenure, but you should want them to be successful.
• Even though retired, you can still participate in professional activities and maintain a professional identity. Bruce Bracken mentioned to me as I was contemplating retirement, “Remember, you retire from a job, not a profession.” Perhaps you can teach part-time, continue to consult with local school districts, continue your research including publishing and presenting at professional conferences and your service to professional organizations and community agencies. In fact, you may be surprised to find you are more sought after to join community boards.
• Recognize that nothing is forever; even if you enjoyed your job and did not necessarily see yourself as a retired person, it is important to recognize when it is time to make room for younger people with different skill sets and increased enthusiasm to take over.
• Enjoy your increased time with family and friends. Reach out to others to plan activities.
• Consider getting involved in new activities—take up that musical instrument you never had time to learn when you were working or volunteer at that community agency. Fill your time with activities that you choose and that are rewarding to you.
Dan Tingstrom:
- Have a good hobby or two lined up for when you retire. Otherwise, you may find yourself bored watching *The Price is Right* or soap operas every day.
- Set a schedule, if you think that would help provide structure for working on hobbies, watching TV, working out, etc.
- Keep busy, otherwise boredom can set in. You can even stay involved for a couple of your first years finishing up projects or manuscripts.

Steve Truscott:
- I have a big personal project—building a cabin—that is completely different from my career. That has been really rewarding and keeps me busy. It takes a whole different set of skills and provides a whole different reinforcement schedule—I can immediately see what I build on any given day—so that is satisfying and rewarding. I will certainly continue with such projects over time.
- I have maintained a few academic projects postretirement. Some international work, some writing, and so on. That has been good for me. It took a long time to learn what I know about school psychology, so it would be odd to just give that up completely.
- I’ve maintained some contact with former students and colleagues, which has been good. But I have tried to limit that to reinforce the notion that I am moving on to new things and a new identity. So, it is good to recognize what I once was, and also good to feel like I am now concentrating of different things and roles.
- I’ve done best when I have a couple of things that I want to accomplish each day, and I do less well when I have no plan.
- In retirement during this COVID era, reconnecting with family and friends (in person or on Zoom) has been important. I don’t think I understood how much I missed this contact when I was busy with my career, but I surely appreciate it now!

Enedina García Vázquez:
- Make a plan ahead of time. Knowing what you are going to do when you move from one job to no job makes the transition easier.
- Decide if you want another job after you retire from one. A part-time job is a good way to transition from a full-time career to full-time retirement.
- Keep some of your local, state, national, or international service, but know when you want to stop.
- Sleep, go to the movies, enjoy life, and above all love the ones you’re with.
- Remember that you are still a role model to other students, new mid and late career faculty, and practitioners.

Cindy Waltman:
- Save funds for purchasing retirement toys. Start a list of books you would like to read.
- Ease into it; don’t expect to feel retired right away. Take time to reflect on your mentors and your accomplishments.
- Be prepared for lots of people asking you to volunteer for various roles within the field and community. Decline most during the first year. Take time to figure out your retired self.
- Don’t feel guilty about the need to schedule your day. We are used to adhering to a schedule. Just schedule it with enjoyable things such as drinking coffee, walking, reading, napping, cooking, and more.
- Stay connected with colleagues.
Steve Welsh:
- Understand that the number of years in service, pension eligibility, and financial viability for retirement are *not* the same as being personally and professionally ready or prepared for retirement. The transition from work to retirement may be more challenging than you anticipated.

Paula Wise:
- Find things you enjoy doing! Volunteer, travel, exercise, read, take classes, start a new career, write your memoir!
- I know it sounds harsh, but try to remember that your colleagues can carry on without you. People will be happier to see you if you show up to your old workplace infrequently.
- Make new friends! Invite a few other new retirees to meet you for coffee or lunch.
- Clean out your old files and other stuff that has accumulated over time.
- Take care of your health, your finances, and your loved ones!