

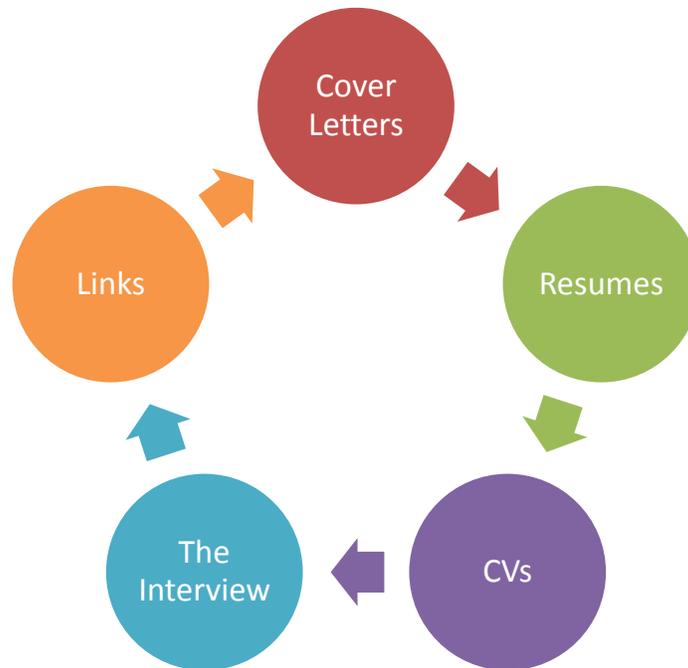
AMERICAN SCHOOL COUNSELOR ASSOCIATION

Job Search Skills for the Professional School Counselor

What You Need to Know to Get a Job

2010

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COVER LETTER TIPS

Courtesy of: http://www.tc.columbia.edu/careerservices/index.asp?id=Resources_Tips+and+Samples&info=Cover+Letter+tips

Permission Granted to Reference Resume/Cover Letter/CV Guides from Teachers College Career Services, New York, NY, 2010

Cover letters are letters of application that supplement and accentuate information on the resume. They should be written with the reader's interest in mind. Direct particular attention toward specific skills and use concrete examples. Make sure you clearly stated why you are interested in the company, what you have to offer, and how you can contribute.

Two types of Cover Letters

1. Letter of Application

This letter is written in response to a specific job within an organization, which has been advertised or identified through networking.

2. Letter of Inquiry

A letter of inquiry is sent to explore employment possibilities when you are interested in working for a particular organization but do not know if an opening exists. Target an employer's needs by researching the organization to obtain information about jobs for which you are qualified. Refer to the specific aspects of the organization's work that interest you (mission, culture, clients/students, etc). Include this information in a separate paragraph.

COVER LETTER GUIDELINES

- Never send a resume without a cover letter (unless directed)
- It should be concise and no more than one page
- Use 12 point, Times New Roman Font
- Use the same identifying information format for resume and cover letter
- Address your cover letter to the recruiter/hiring manager. If you do not know the name of the appropriate individual, call the organization and request the proper contact person's name and title.
- Double check spelling of contact names and titles.
- Tell an employer why they will benefit from hiring you not what you are going to gain from them.
- Use action verbs.
- Use your own words; you do not want your cover letter to sound like it was copied from a book or the internet.
- Let your letter reflect your professionalism, individuality and creativity.
- Demonstrate your abilities with concrete examples.
- Check for spelling and grammar mistakes. Spelling, typographical, and grammatical errors are unacceptable.
- Sign your letters in blue or black ink.
- **How to send it**
 - As an Email, the cover letter should be the body of the email message and (attach your cover letter and resume as two separate MS Word attachments or follow employers directions)
 - Standard mail, the cover letter should be printed on resume paper (match paper used for resume). Do not staple your resume to your cover letter.
 - Fax on standard paper (resume should follow)

HOW TO FORMAT YOUR COVER LETTER

Courtesy of: JHU Career Center <http://www.jhu.edu/careers/students/handouts/empcorrespond.pdf>

Your Current Address

City, State Zip Code

Date

Mr./Ms. Name of Person to Whom You are Writing Job

Title Name of Organization

Street Address

City, State Zip Code

Dear Mr./Ms. Last Name (Write the full name if you are unsure about gender):

In the first paragraph clearly state your objective, why you are interested in the position, how you found out about the organization or the position, and why you are qualified.

I am interested in applying for the Junior Analyst position with your organization advertised with the Johns Hopkins University Career Center online job database. This position seems to fit well with my education, experience, and career interests.

In the second and/or third paragraph(s), use specific examples to demonstrate why you would be a good match for the position. Focus especially on your transferrable skills. Examples may come from course work, research, internships, summer jobs, campus activities, and other experiences.

Through my coursework in Economics, I have gained an understanding of the stock market and what it takes to make sound financial decisions. As an Intern for Merrill Lynch, I analyzed client portfolios, created report spreadsheets, and attended strategic planning meetings. This experience illustrated the importance of client-relations and reaffirmed my interest in pursuing a career in financial services. Additionally, as student body class governor, I developed the interpersonal and organizational skills necessary to succeed in the business world today.

The fourth paragraph tells the employer what attracts you to the organization, displays how your relevant skills and experience will add value and fit into the organization.

After taking time to research your organization, I am impressed with your excellent reputation for training new financial analysts. At the Johns Hopkins University fall career fair, I had the opportunity to meet with representatives from your organization. I learned you recruit highly motivated, results oriented employees. My 3.9 GPA in Economics, my leadership in student government and my experience in the financial services industry make me an excellent fit for your organization.

The fifth paragraph closes the letter, requests a personal meeting and indicates your follow-up plans.

Enclosed is my resume for your review. I have the desire and enthusiasm to make a difference in your firm. I welcome the opportunity for a personal meeting to discuss my qualifications. Please contact me should you have any questions regarding my candidacy. I will call in two weeks to ensure receipt of my materials. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

(Sign Your Name)

Your Full Name

SAMPLE SCHOOL COUNSELOR COVER LETTER

Courtesy of: Hofstra University Career Center http://www.hofstra.edu/PDF/CAR_coverletter5.pdf

123 Main Street
Hempstead, New York 11549

April 25, 2007

Mary Smith, Director of Personnel
XYZ Public Schools
10 Main Street
Any Town, New York 11111

Dear Ms. Smith:

I am seeking a position as a school counselor in the XYZ District. Unlike many other candidates, I have real world experience in the field of education, as a Special Education Teacher's Aide with Nassau BOCES and strong verbal and written communication skills in Spanish. My strong desire to help young people with their academic, personal, and social needs coupled with what I have learned from working with youth with special needs makes me a strong candidate as a school counselor.

In the course of my day as a Special Education Teacher's Aide, I came into contact with a diverse student population whose learning and social functioning levels covered a wide spectrum. I particularly enjoyed and excelled at working with the teacher to help guide students to set academic and social goals for themselves. Currently, as a counseling intern at Seaford High School, I realize that one of my greatest strengths is the ability to increase students' tolerance of frustration when they become overwhelmed and feel incapable of succeeding. Helping students realize their potential by focusing on their accomplishments and reflecting on past successes helps promote positive self-concept. Specifically, I believe my exposure to a community resource such as BOCES and my work with special needs students will only serve as a positive foundation for counseling students in the XYZ District.

For the past year and a half, I have furthered my counseling experience by serving as a mentor to a fourteen year-old boy. Our activities revolve around specific goals we would like to accomplish through our mentor match. It is extremely rewarding to know that I am someone with whom my "mentee" can work with to achieve his goals, and with whom he can talk to regarding such issues as peer pressure and social relationships. It gives me great personal and professional satisfaction that I am a positive force in my "mentee's" life.

As outlined above, my dedication to the field of education and more specifically, school counseling is both proven and strong. I believe you will discover my warm personality, strong communication skills, maturity, and foreign language skills in Spanish to be of great interest. Thank you for your time and consideration. Please feel free to call me at (516) 222-3333 to arrange an interview at your convenience.

Sincerely,

Craig Jones

SAMPLE COVER LETTER -COUNSELING

Courtesy of: Career Services, Winona State University, Winona MN

<http://www.winona.edu/career/Attach/CoverLetterCounseling.pdf>

451 Montana Blvd.
Denver, CO 80744
(012) 3456789
SJohnson@hotmail.com

April 13, 2008

Margaret Randolf
Human Resource Manager
Western Technical College
304 North 6th St.
La Crosse, WI 54601

Dear Ms. Randolf:

This letter is in response to your online advertisement for a counselor position at your college. My qualifications combine strong work values with a solid education and work history that should fit in nicely with Western Technical College's commitment to student achievement.

Counselors must be positive role models and have a vested interest in student success. Through my work at the career center at Colorado State University, I developed an unrelenting passion for helping college students succeed. In performing resume and cover letter critiques, conducting workshops and class presentations, coordinating etiquette dinner events and assisting in job searches, my work has aided students in making the most of their educational experience and has helped them prepare for the workforce.

Graduating from a CACREP Accredited program in school counseling, I have a strong educational background in issues of depression, eating disorders and addictions, and am familiar with the implications and potential setbacks such disorders can cause. I am fully committed and determined to advocate for students facing such setbacks as I believe every student, if given the proper guidance, can find a path to their own personal success.

My resume is enclosed for your review. I would appreciate the opportunity to discuss my qualifications and interests with you in person. In the meantime, if you have any questions, you can reach me on my cell phone at 0123456789. Thank you in advance for your time and consideration.

Sincerely yours,

Signature

Steven Johnson

RESUME WRITING

Courtesy of: http://www.tc.columbia.edu/careerservices/index.asp?id=Resources_Tips+and+Samples&info=Resume+Writing+Guide

For more tips, visit: <http://www.jhu.edu/careers/students/handouts/resume.pdf>

Your resume is generally your first introduction to an employer. It should be written with great care and consideration. All resumes should be written with your career goals in mind. Your resume is your marketing brochure, showcasing those skills, achievements, and qualifications that relate to the type of position(s) you are pursuing. It should include specific descriptions that give the reader a solid picture of your accomplishments and capabilities. Remember, your resume is not a summary of your entire history; it is a promotional piece that is targeted toward its reader.

General Tips

1. Resumes must be one page in length if you are applying to corporate jobs. If you have trouble fitting your resume on one page, evaluate your content for relevancy and be creative with margins, font size, and format. Non-profit and education resumes can go onto two pages, but be concise whenever possible. You do not need to include every job you've ever had – only the ones that are relevant to your future career goals.
2. Select and order the major content categories so that the most relevant information is placed on the top 2/3 of the page
3. Use verbs to describe your achievements
4. Emphasize skills and experience related to your field of interest and/or positions desired
5. Avoid self-serving and subjective descriptions
6. Include occupation or industry specific-key words
7. Be achievement and results-oriented in your position descriptions. Communicate your skills and capabilities
8. Quantify achievements by citing numbers, dollars, percentages or time
9. Do not include personal information such as age, health, marital status, height, weight, and religion
10. Do not lie or exaggerate
11. Proofread carefully!!!! Errors are unacceptable. Have someone else proofread your resume as well

Ask yourself: Have I effectively presented my skills, qualifications, and achievements? If not, what is missing? Writing your resume is a time consuming and difficult process. Push yourself to do your best possible work. Be prepared to make multiple revisions and several finely-tuned resumes for different positions.

TWO DIFFERENT TYPES OF RESUMES

List current or former positions in descending chronological order

- Chronological – one heading, list your most recent position first
- Functional – used for multiple headings (i.e Related Experience and Professional Experience). Used to bring your experience related to the position you are seeking to the top of your resume

FONT

- Use Times New Roman. Use one font throughout
- Font should be 10-12, in size, your name 16-18 size font

LAYOUT

- Margins 0.5 to 1
- Do not use a table

SUGGESTIONS

- One, maybe two pages
- Proofread for spelling and grammar
- **Print** on resume paper, **fax** on standard paper and **email** as a MS Word attachment
- Be honest – never lie, stretch the truth, or misrepresent yourself

CONTENT

Bold, **Underline**, *Italicize* and/or **CAPITALIZE** headings

RESUME FORMAT

Identifying Information

center

Name (once you graduate, write the name of your degree)

address, phone number and email address

Career Profile (Optional)

This section should be one sentence stating your skill and the position you seek. Typically used if one is changing careers and has limited experience in the job you applying to.

Example:

Experienced professional with strong communication and organization skills and an understanding of conflict resolution seeks to work with a diverse population in a nurturing environment

Education

List educational degrees in reverse chronological order, most recent first. Write out degree. Specify each college/university you attending, is location (city and state), degree received, and graduation date or anticipated date of graduation (Month, Year).

Including your GPA is optional (as TC does not calculate GPAs, we do not recommend adding)

Example:

Teachers College, Columbia University, New York, NY

Master of Arts, Cognitive Studies in Education, May 2007

Certification/Licensure (if applicable)

Can be listed under appropriate degree or as a separate section

Type of Certification and/of Licensure, Specialization (if appropriate), Grade, Month, Year

Professional Development

Use **ONLY** if you have developed, implemented a program and/or created a strategic plan that is not related to a paid job, volunteer position and/or internship. Can be used if you spend a semester oversees developing a program with a organization or association.

Honors/Awards

Honors may be listed as a separate category or included under the university/college where you received them. List scholarships, academic honors and/or professional awards.

Languages

If bilingual, include Sign-Language

Related Coursework

Include related coursework only if you do not have any experience that relates to the job you seek. Only include coursework that relates to the job you seek.

Experience

List all positions in reverse chronological order. This section can include both paid and unpaid positions, or it can be divided into

different categories (e.g., Professional Experience, Related Experience, Volunteer Experience) in order to prioritize your experience. Included title, agency name, City/State and dates of employment (Month/year)

For every position, include the following: employer, city, state, job title, dates of employment, and a description of your accomplishments. Focus on accomplishments that relate to the type of position you are seeking.

Example:

School, New York, NY

Special Education Teacher Month Year – Month Year

Add bullets describing your responsibility (How to Write Your Job/Volunteer Responsibilities & How to write your Responsibilities that are not related to the position you seek)

Professional Organizations

List the names of professional organizations to which you belong, indicating leadership positions and committee work where appropriate

Skills/Additional Qualifications

Computer skills and/or any type of certifications that you have, such as CPR

Papers/Publications/Presentations (write in the APA Format) See below

List published works and presentations when appropriate

Presentations

Landrum, R. E. & Murdnal, C. (2003, April). When the spelling of a name is reversed: Does Anyone Notice? Poster presented at the meeting of the Rocky Mountain Psychological Association, Reno N.V

Publications

Smith, T., & Murdnal, C. (2004). Assigning the appropriate (high) value to reaching. *College Student Journal*, 49, 521-529

How to Write Your Job/Volunteer Responsibilities

- Write your responsibilities using the Action + Results format
- Begin with an action verb to describe the type of work you did
- Include a word that describes the results or intended results of your work.
Example: Taught parents discipline techniques, communication, and how to set appropriate boundaries to foster responsibility in home, academic and social settings
- Sample Results Words -- resulting in, to foster, in order to, to ensure, to educate, to increase
- Action Words -- please see below
- No "I" Statements
- Write current position in present tense and former positions in past tense
- Be concise and to the point
- Under recent or related position list 4-5 bullets. 2-3 bullets for older jobs and jobs not related the position you are seeking

How to write your Responsibilities that are not related to the position you seek

If you have limited or no related experience, you should include other types of employment. When writing these jobs,

- Highlight the skills you utilized to get each job done, instead of listing the type of work you did.
- Focus on skills that relate to your particular degree and/or concentration.

Example: psychology students, focus on your interpersonal skills, communications skills, one on one and group facilitation, report writing, crisis management, problem solving, and collaboration with peers and supervisors

What You Should NOT Put in a Resume

- Place of Birth
- Age or Date of Birth
- Marital Status
- Gender
- Ethnic or Racial Information
- Religious Affiliation
- Political Affiliation

SEE A SAMPLE SCHOOL COUNSELING RESUME ON THE FOLLOWING PAGE!

TIPS FROM THE FIELD

Courtesy of: <http://www.liunet.edu/cwis/cwp/pep/images/workbooks/counseljob.pdf>

1. The reader shouldn't have to "guess" about who you are or what you've done.
 - a. Education information should include years enrolled and the month and year you received your degree
 - b. Your certification information should be prominently placed
 - c. Work/internship experience should clearly indicate the place, dates of service, and highlight the important areas of counseling in which you have developed some competence.
2. Place on the resume only items that you feel comfortable speaking about because you have had experience dealing with that particular aspect of guidance or counseling. Since you can be questioned about anything on your resume, it's important not to "pad it" with items you might find it difficult to speak about because you had limited experience in that area. On the other hand, don't be afraid to tell about all the wonderful things you have done and all the counseling situations with which you are familiar.
3. Note on your resume any special projects or special things you may have done apart from your internship (bilingual studies, computer familiarity, college tours, etc).
4. Review active words to use in your resume. As you list the activities you accomplished, use the same verb tense (e.g. presented a workshop on anger management, created a college handbook, etc). Also, instead of saying "Familiarity with the Expan College Selection System" say "used the Expan as a resource in assisting students to select colleges" or "acquired proficiency in using Expan as a resource in assisting students to select colleges."
5. The elements of a good resume for school counselors-to-be are:
 - a. A heading with your name, address, home phone, & work phone
 - b. Objective or Skills Summary
 - c. Education
 - d. Certification
 - e. Counseling experience (listed from most recent to earliest experience)
 - f. Related work experience
 - g. Professional memberships/affiliations
 - h. Special skills (computer, foreign language, etc.)
 - i. Honors and Awards
 - j. Extracurricular Interests
 - k. References (Separate Sheet)

RENEE TAYLOR

27 Rachel Dr. · Nashua, NH 03060 · 603-555-1234

tay123@aol.com

EDUCATION

Master of Education in School Counseling
Rivier College, Nashua, NH
GPA: 3.97

May 2004

Bachelor of Science in Mathematics, Education Minor
Salem State College, Salem, MA

May 1997

INTERNSHIP EXPERIENCE

Intern, Hudson Memorial Middle School, Hudson, NH

Aug 2003 – May 2004

Individual Counseling

- Counseled students in grades 6 through 8, using cognitive behavioral, reality, and person centered approaches to address depression, assertive, poor academic performance, and retention.
- Counseled numerous students in short-term crisis situations such as bullying victim or classroom behavior issues.

Group Counseling

- Led and co-led boys, girls and mixed groups weekly. Topics included social skills, academic issues, behavioral issues, bullying, sexual harassment, assertiveness training, and transition to high school.

Classroom Guidance

- Co-developed a Studying Skills curriculum for 6th grade. Over a 6 week period taught and co-taught numerous classes on organization, studying basics, importance of education, and learning styles.
- Co-developed and authored a Comprehensive Middle School Guidance Bullying Program. Taught lesson plans on topics such as bullying, cyber-bullying, how to handle bullies, and alternate behaviors for bullies.

School Teams

- Participated in weekly teachers' meeting on student classroom performance and behavior.
- Provided weekly input to school counselors' department on initiatives such as development of counseling framework within the school, student 504 administrations, and crisis plan development.
- Contributed to weekly school leadership team meetings. Collaborated on school-wide initiatives such as student scheduling, school open house, student mentoring, and progress reports.

PROFESSIONAL DEVELOPMENT

- Membership in American School Counselor Association (ASCA)
- Membership in New Hampshire School Counselor Association (NHSCA)
- Special workshops:
 - NHSCA sponsored workshop "Hidden differences in the Wiring of Young Minds: Implications for counseling and teaching kids" by Dr. Mel Levine, November 2003
 - Participating in research project with NHSCA members to derive primary data to show impact of school counseling programs on students
 - Training on 504 and IDEA for Hudson, NH, School District, August 2003

WORK EXPERIENCE

Digital Equipment Corp
Engineering and Business Manager

1994-Present
Manchester, NH

- Coach a diverse group of 15-20 employees in career decisions and delivering products.
- Collaborate with employees daily and exhibit strong communication skills.

Happy Day School
Religious Education Volunteer

2001- Present
Manchester, NH

- Teach 4th grade religious education classes and follow up with substitute teaching in the 5th and 6th grade classes.
- Present various religious beliefs and encourage students to have thoughtful discussions in an atmosphere of respect.

SKILLS

Proficient in using Microsoft Office Tools: Word, Excel, PowerPoint presentations
Fluent in Spanish, Knowledge of Conversational German

Courtesy of: Rivier College Career Development Center <http://www.rivier.edu/cardev/Default.aspx?ID=7780> *Some changes made

Curriculum Vitae (CV)

Courtesy of: http://www.tc.columbia.edu/careerservices/index.asp?id=Resources_Tips and Samples&info=CV+Writing+Guide

For more tips, visit: <http://www.jhu.edu/careers/students/handouts/cv.pdf>

WHAT IS A CV?

A Curriculum Vitae (CV) concentrates on academic pursuits and de-emphasizes materials not directly related to educational background and achievement. The content determines the length of the CV. The average CV is two to four pages for a young professional, and six to eight pages for a veteran.

WHO SHOULD USE A CV?

A CV is appropriate for PhD's, MPhil's, MFA's, and MA's seeking teaching or research positions. Colleges, **Universities and Research Institutions generally require a CV whereas others, including public and private schools, prefer a resume.**

FONT

- Use Times New Roman. Use one font throughout
- Font should be 11-12 in size, your name 14-18

LAYOUT

- Margins .8 to 1
- Do not use a table or internet format program

SUGGESTIONS

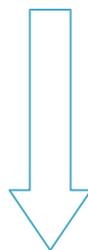
- No set length (recommend -- 5 pg max)
- Proofread for spelling and grammar
- Print on resume paper, fax on standard paper and email as a MS Word attachment
- Be honest -- never lie, stretch the truth or misrepresent yourself

CONTENT

Bold, Underline, *Italicize* and/or CAPITALIZE headings

ESSENTIAL CV CONTENT

1. Name
2. Contact information (address, telephone, email)
3. Educational experience
4. Relevant prior professional experiences
5. Teaching experiences or competencies
6. Publications
7. Scholarly presentations
8. Honors (both academic and research related)
9. Relevant extracurricular activities



Visit: http://www.usu.edu/psychology/people/Camille_Odell_vita.pdf or <http://thenewschoolcounselor.com/CV.html> for examples of school counselor educator CVs.

Identifying Information

center

Curriculum Vitae

Name (once you graduate, write Name, PhD)

address, phone number and email address

Education

Include all doctorate, masters and bachelor degrees received; most recent degree comes first. Write out master and bachelor degrees.

Student Example (currently obtaining doctorate degree):

Ph.D. Candidate in Cognitive Studies in Education, Department of Human Development

Teachers College, Columbia University, New York, NY

Anticipated Date of Graduation, May, 2008

Dissertation Defense Date: When you have this include date

Dissertation Title: When you have this include the title

Advisor: Jane Smith

Graduated (already obtained doctorate degree)

Doctor of Philosophy in Cognitive Studies in Education, Department of Human Development

Teachers College, Columbia University, New York, NY

May, 2007

Dissertation Defense Date: When you have this include date

Dissertation Title: When you have this include the title

Advisor: Jane Smith

Masters of Arts in Industrial Psychology

Teachers College, Columbia University, New York, NY

May, 2005

Bachelor of Arts in Psychology, (date is optional -- Month/Year)

New York University, New York, NY

May, 1999

Languages

If bilingual, include Sign-Language

Experience (separate by category -- Professional, Research, and/or Teaching)

Include - title, agency name, City/State and dates of employment (Month/year)

- Awards and Honors received - (can be listed as a separate section)

Example:

Job Title

ABC Organization

New York, NY

Month/Year -- Month/Year

For Research Experience only, also include

Supervisors Name

Brief Description of Study

Add bullets describing your responsibility (See: How to Write Your Job/Volunteer Responsibilities & Things you May Want to Include in Your Experience)

Grants and Fellowships

Use for Grants received and Grants written, but not funded (fine for a student/young professional)

Example:

Small Grants Division, National Institute of Mental Health,
#MH36998-03, Social Skills Training for Sexual Deviants,
\$10,000, 1986-1987. E.Z.Dozit, Principal Investigator

Presentations and Publications (listed as two separate headings)

If submitted but not yet accepted or in progress say so

Start with the most recent

Use APA format, except use single-spacing

Example:

Presentations

Landrum, R. E. & Murdnal, C. (2003, April). When the spelling of a name is reversed: Does Anyone Notice? Poster presented at the meeting of the Rocky Mountain Psychological Association, Reno N.V

Publications

Smith, T., & Murdnal, C. (2004). Assigning the appropriate (high) value to reaching. College Student Journal, 49, 521-529

Professional Activities

Continuing Education, Professional Workshops, Conferences

Professional Organizations

If you are still a member and if it is related to job you are seeking

Professional Qualifications

Certifications and Computer Skills

References available upon request

List on a separate sheet of paper

How to Write Your Job/Volunteer Responsibilities

- No "I" Statements
- Write current position in present tense and former positions in past tense
- Clear and well-organized
- Concise: summary of your background and skills
- Use bullets or paraphrases - under recent or related position list 5-6 bullets. 3-4 bullets for older jobs and jobs not related to the position you are seeking
- Do not end with a period
- Write your responsibilities using the Action + Results format
 - Begin with an action verb to describe the type of work you did
 - Include a word that describes the results or intended results of your work.
Example: Coach parents on discipline techniques, communication, and boundary setting to foster responsibility in home, academic and social settings
 - Sample Results Words -- resulting in, to foster, in order to, to ensure
 - Action Words

THE JOB INTERVIEW

Courtesy of: <http://www.liunet.edu/cwis/cwp/pep/images/workbooks/counseljob.pdf>

BEFORE

1. Prepare for the interview by reviewing your cover letter and resume anticipating questions that might be asked based upon these documents.
2. Usually one of the first questions asked is something like "Tell us something about yourself and your work as a counselor" or "We have read your resume. Give "life" to it and tell us about your activities." So, be prepared to highlight the areas of guidance with which you've become proficient.
3. Think about students you've worked with. Have their "stories" firmly planted in your head, ready to go as example of cases you've handled.
4. Bring multiple copies of your work with you. If possible, find out ahead of time how many people will be on the interviewing committee. Bring sufficient extra copies of your resume, your certification, letters of reference, projects that you created in your internship.
5. Use all of the computer technology at your disposal to present your work (e.g. guidance bulletin, or handbook you created or college/career fair program) making it look very professional and appealing.
6. If you are unable to make multiple copies of projects to distribute, at least bring one copy that you can leave with the interviewing committee.
7. You will most probably be asked before the actual interview (while you are waiting) to complete a school district job application and a writing sample.



Questions we always ask:

Why did you choose counseling as a career?

Tell us what you know about _____ School?

What was the name of the student you had the greatest impact on during your internship?

Tell us a little about the situation.

During the school year there are some busy times and some slow times. What types of things would you do during the slow times?

What experience have you had with the college admissions process? If a student were planning on applying to "inappropriate" schools, what would you tell him?

What's the name of the most recent book you read? Tell us why you did, or did not, like it?



One of the best questions you can ask:

For this particular position, can you describe the type of person you are looking for? Listen to the answer and then explain how YOU fit the description!



Don'ts that some candidates did:

Don't bring a resume printed on blue paper with big white daisies.

Don't wear orange or hot pink outfits.

Don't pretend to know the district/school and describe it inaccurately.

Don't express any personal opinions.

Don't lose control of your emotions.

Don't ignore the instructions of the interviewer.

Don't bring religion into the interview, unless you're interviewing at a religious school.

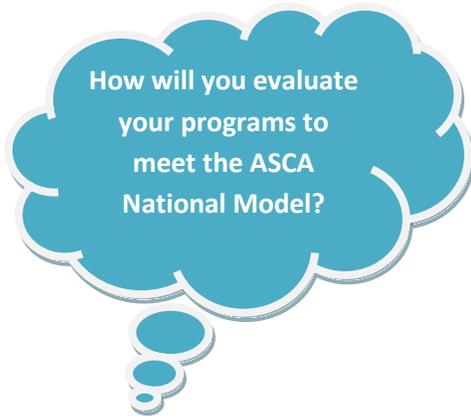
Don't be perfect.

Don't go in with the attitude that this is the only job available and you must have it.

Don't behave as if you already have it.



How would you handle an irate parent?



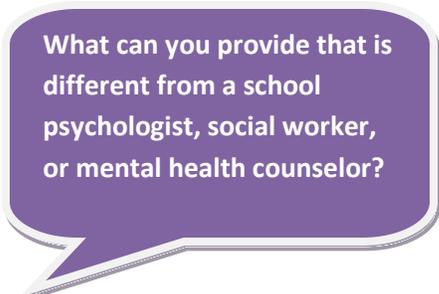
How will you evaluate your programs to meet the ASCA National Model?

Possible Interview Questions

1. How do you see the word "leader" fitting in to your role as a counselor?
2. What is the counseling theory that you most closely follow?
3. What is the most creative and innovative counseling technique you have used?
4. How would you divide your time between meeting the immediate needs of the students and keeping up with the paperwork?
5. How will you evaluate your programs to meet (a) current state standards; (b) standards of best practice for a comprehensive guidance and counseling program; and (c) the ASCA National Model®?
6. How would you handle an irate parent?
7. How would you handle a passive (perhaps irresponsible) parent?
8. How would you handle a large group of students having attendance problems?
9. How do you see yourself fitting in with counselors who have many years experience as veteran teachers?
10. How would you fit in with a large staff?
11. What is your strongest asset?
12. What do you think is the most important characteristic of a counselor?
13. What do you see as the role of a counselor in a school this large?
14. What do you know about our school that you would consider a strength? a weakness?
15. What makes you want to work at _____ School?
16. What is it that you like about working with (grade level) school students?
17. What is something new you could bring to our program?
18. How do you handle criticism?
19. How do you handle stress?
20. Are you opposed to working above and beyond school hours to get the job done?
21. Are you opposed to working at night for functions such as college night, senior night, etc.?
22. Does your principal know you're applying for this job, and how does he/she feel about it?
23. What technology applications do you see being useful in your work?
24. What might your professional development plan look like?
25. What do you think the role of the counselor is in preventing school violence?
26. What practical experiences have you had that make you feel capable of being a counselor?
27. What experiences have you had in working with special education students?
28. What can you provide that is different from a social worker, school psychologist or mental health counselor?
29. When considering ethical standards and school policies, how would you handle a conflict between the two?
30. What do the most recent state standardized test results indicate about this school district and this school, and what is your role regarding standardized testing?
31. How does a school counselor assist with the implementation of English as second language in-building programming?
32. Describe how you would implement small-group counseling/guidance lessons.
33. Because time is a scarce resource in schools today and because of a strong push for improved standardized test scores, best educational practices suggest that in-class guidance lessons not take away from classroom instructional minutes. How will you address this issue as a school counselor?
34. What has your experience been in working with students of color and LGBT?
35. What is your experience with parenting programs? Describe past interactions with parents in home visits.
36. What does your future comprehensive program look like? What is your plan for achieving this?
37. How do you handle conflict with a colleague, parent, administrator?
38. What does a good home visit look like?
39. How do you feel about writing letters of recommendation (high school only)?
40. How do you keep yourself organized? Discuss how you multitask.
41. Where do you see yourself in the next five years?
42. Can we ask you a question in Spanish, and can you respond likewise?



Are you opposed to working above and beyond school hours to get the job done?



What can you provide that is different from a school psychologist, social worker, or mental health counselor?

GREAT WEBSITES FOR MORE INFORMATION

- Teachers College of Columbia University Career Center:
<http://www.tc.columbia.edu/careerservices/index.asp?Id=Home&Info=Teachers+College+Career+Services>
- Johns Hopkins Career Center <http://www.jhu.edu/careers/index.html>
- University of North Carolina at Wilmington Career Center: <http://www.uncwil.edu/stuaff/career/>
- Georgetown Career Center: <http://careerweb.georgetown.edu/prepare/>
- <http://resumes-for-teachers.com/teacher-resume-examples.htm>
- The Riley Guide: For all things to do with the job search <http://www.rileyguide.com/>
- http://www.rivier.edu/departments/cardev/job_search_tips_for_school_couns.htm
 - <http://www.rivier.edu/cardev/Default.aspx?ID=4788>
 - <http://www.ruf.rice.edu/~rec/resources.html>

JOB SEARCH SITES

- <http://resumes-for-teachers.com/misc/teachers-job-resources.aspx>
- Teaching abroad: http://soeweb.syr.edu/future/student_services/teach_abroad_opp.aspx
 - http://soeweb.syr.edu/future/student_services/teach_opp.aspx
 - teachers-teachers.org
 - Schoolspring.com
 - Publiccharters.org
 - <http://www.nais.org/career/index.cfm?ItemNumber=146045>
 - <http://www.boardingschools.com/for-schools/job-board.aspx>

SOME STATE SPECIFIC SCHOOL COUNSELING/EDUCATION JOB SITES

Colorado: teachincolorado.org

Connecticut: <http://www.ctreap.net>

Georgia: teachgeorgia.org

Kentucky: <http://www.education.ky.gov/KDE/Default.htm>

Maine: www.servingschools.com

Missouri: <http://successlink.org/jobs/job-search.asp>

Minnesota: <http://www.jobitemnasa.org/index.php>; <http://www1.stcloudstate.edu/joblistings/edpost>;
<http://www.mncharterschools.org>

New Hampshire: www.servingschools.com; www.edjobsnh.com

New Jersey: nj.com/jobs; NJSchooljobs.com; NJHire.com

New York: OLASjobs.org

North Carolina: <http://www.dpi.state.nc.us/>

Ohio: <http://listserv.nwoca.org/cgi/wa.exe?A0=JOBS-L>

Oklahoma: oklahomateachingjobs.org

Oregon: <http://www.edzapp.com/>

Pennsylvania: PA-educator.net; <http://www.pareap.net/>

South Dakota: www.asbsd.org

Wisconsin: <https://services.education.wisc.edu/wecan/>