



### **How did you get to where you are today?**

I often say that I “fell into” school psychology. Growing up I never heard of a school psychologist. As an undergraduate student at Towson I majored in physical education and planned to become a teacher. However, after taking a few basic psychology classes, I was fascinated with the content and changed my major. As I grew closer to graduating with a B.S. in Psychology (and Deaf Studies), I researched possible careers and that is when I first heard about school psychology. I had no idea how competitive graduate programs were and I was fortunate to be accepted into Towson’s program! I started my career as a school psychologist with Carroll County in 2004. Over my nine years as a school psychologist, I worked at two elementary schools, two high schools, our public separate day school, and our elementary alternative program. Fortunately, I had the opportunity to serve in a leadership capacity helping with PBIS implementation across our county and participated in state-wide planning and implementation. I obtained my certification in Administration and Supervision from McDaniel College in 2010. In 2013, I was appointed Supervisor of Student Services and Special Program for Carroll County Public Schools. I absolutely love my job and am grateful for support over the years from my family as well as guidance and support from staff in our county which has helped me get to where I am today.

### **What are your favorite aspects of being a school psychologist?**

When I worked in the schools, my favorite part of the job was working directly with students and going home every day knowing that something I did played a direct role in helping a student. I also enjoyed the collaboration with staff and parents in problem-solving challenging cases and designing interventions for students. Furthermore, I grew to enjoy working with staff across our system (and state) in an effort to increase and expand PBIS in our schools. When I transitioned into the role of supervisor, I knew that I would miss daily interactions with students and staff that I had grown to enjoy working with a great deal. However, I have learned that through consultation, collaboration, problem-solving, and allocation of resources, I am able to directly assist staff and indirectly impact students throughout our county.

### **How has your training at Towson prepared you for your position?**

My training at Towson prepared me in a number of ways that were easy to anticipate. For example, I felt confident in my ability to assess students, consult with staff, work with parents, and use data to make informed decisions. However, in retrospect, Towson prepared me in ways I could not have anticipated when I graduated 12 years ago. The leadership skills they taught us to utilize as a psychologist have been invaluable as a supervisor. The strong content and experiences provided to me as a student has helped me to be confident in my knowledge and skills. The communication and collaboration techniques that were so important to utilize as a psychologist have been equally important as I work with staff and parents in my role as supervisor.

### **What has been your impression of Towson graduates that you have encountered in the field?**

I have been thoroughly impressed with the graduates of Towson’s program and their current students. We are fortunate in Carroll County to have a partnership with Towson to provide summer programming for elementary students with autism and students with social/emotional and behavioral concerns. For three years, graduate students have planned and delivered services to students to assist them to improve social, emotional, and behavior functioning. Their knowledge and skills have been impressive, given their various stages training. You have likely heard a professor at Towson say they train “future famous school psychologists” and I can honestly say I am honored to be just one of the many who attempt to live up to this statement!