

# Jennifer Mills James, Ph.D., NCSP

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**OBJECTIVE** To utilize acquired skills in order to enhance the education of all students including consultation, interventions, comprehensive assessments, school/community/family collaboration, psychological theories, cultural competence, and leadership in School Psychology.

**EDUCATION** **Loyola University Chicago, Chicago, IL**  
Obtained Ph.D. in School Psychology, December 2011  
*Dissertation: A Case Study of the Effects of a School-Based Wraparound Approach on Students with Behavioral Difficulties*  
Specialty Area: Educational Leadership  
Obtained M.Ed. in School Psychology, August 2007  
Grade Point Average: 3.97

**Hope College, Holland, MI**  
Obtained B.A. in May 2003  
Major: Special Education with Learning Disabilities Endorsement  
Overall G.P.A: 3.7 Major G.P.A: 3.5

**CERTIFICATION** NASP PREPaRE Trainer  
DIBELS Mentor  
Nationally Certified School Psychologist  
Michigan School Psychologist Certificate  
Illinois School Psychologist Certificate Type 73  
Illinois Learning Behavior Specialist I (Preschool to Age 21)  
Michigan Elementary Provisional Certificate (Former)  
K-5 Elementary with Learning Disabilities Endorsement (K-12)

**Honors** Dean's List (1999-2003), Reformed Church Honors Scholarship, 2004 Rochelle Lee Grant Award, 2005-2006 S.T.A.R.S. Teacher Leadership Team Member, 2006-2009 Loyola School of Education Assistantship, 2007 Summer Research Assistantship

## **Personal Strengths and Skills**

- Trained in using technology such as SharePoint, GoToMeetings, SIMEO, AIMSWeb, WebEx, Excel, Power Point, and Microsoft Word, Google Docs, DIBELS and SWIS.
- DIBELS mentor
- Trained in PREPaRE crisis prevention and intervention
- Experienced in conducting research in collaboration with University Professors.
- Skilled in administering Curriculum-Based Measurements at the elementary and high school level, Academic Achievement and Cognitive Tests, and Functional Based Analyses/Behavior Intervention Plans.

## **PROFESSIONAL EXPERIENCE**

**Affiliate Professor    Grand Valley State University, Allendale, MI  
(August 2015-Current)**

Affiliate faculty member for the School Psychology program. Supervising the first and second year practicum experiences and third year internship. Coordinating and collaborating with local school administrators, teachers, and school psychologists. Teaching internship and practicum seminars, Intervention and Consultation, and Introduction to School Psychology. Teaching undergraduate courses including Introduction to Intellectual and Developmental Disabilities and Tests and Measurements.

**School Psychologist    Grandville Public School District, Grandville, MI  
(August 2011-July 2015)**

School Psychologist at three elementary schools serving kindergarten through sixth grades and the high school. Led Student Support Team meetings and IEP meetings. Administered, scored, analyzed, and reported on standardized achievement tests, rating scales. Conducted FBAs and BIPs. Facilitated district level behavior committee and training all district schools in FBA and BIP processes. Assisted the implementation of Multi-Tier System of Supports (MTSS) and training staff members in the implementation of interventions and progress monitoring. Developed district MTSS procedures. Member of the district Autism START Transition Team. Established updated Kent ISD Autism Spectrum Disorder eligibility guidelines. Facilitated district level Peer to Peer supports and member of Peer to Peer Steering Committee. Psychologist and evaluator for the Cognitive Impairment program. Ensured family-school collaboration through frequent parent meetings, phone contacts, and contacts with community resources. Supervised of the high school Gay Straight Alliance (GSA).

**Adjunct Professor    Grand Valley State University, Allendale, MI  
(August 2014-December 2014)**

Professor for Introduction to Intellectual Disabilities within the Psychology Department at Grand Valley State University.

**Post-Doctoral Intern    Behavior Health Partners, Grand Rapids, MI  
(August 2012-August 2013)**

Provided behavioral therapy and psychological evaluations with a Doctoral Limited License Psychologist certificate. Consulted with parents regarding behavioral techniques and treatment plans. Worked primarily with children and adolescents with Attention Deficit Hyperactivity Disorder, Anxiety Disorders, and Autism Spectrum Disorders.

**School Psychologist Kildeer Countryside School District 96, Long Grove, IL  
(August 2010-June 2011)**

School Psychologist at two elementary schools serving first through fifth grades. Consulted with teachers and administrators on behavioral and academic concerns. Led weekly problem-solving team meetings and IEP meetings. Administered, scored, analyzed, and reported on standardized achievement tests, rating scales, survey level assessment, and curriculum-based measurements. Led weekly social skills groups for students receiving special education services. Conducted FBAs and implementing BIPs. Assisted the implementation of Response to Intervention (RTI) systems and positive behavior supports. Member of the district Response to Intervention Steering Committee.

**Doctoral Intern Maine East High School, Park Ridge, IL  
Rotation at Patton Elementary School, Arlington Heights, IL  
(August 2009-July 2010)**

Doctoral-level intern for twelve months at the high school level. Responsible for coordinating Response to Intervention components such as planning, participating on problem solving teams, coordinating and administering benchmarking and progress monitoring and scoring and analyzing results. Consulted and collaborating with teachers to develop, implement, and evaluate interventions in the classroom. Administered, scored, and reported standardized cognitive, academic, and behavioral assessments. Led Individualized Educational Plan meetings on students. Responsible for providing individual and group counseling. Supervised two specialist level school psychology interns.

**Research Assistant Loyola University Chicago/IL-PBIS Network, IL (July 2008-July 2009)**

Research assistant and technical assistance coordinator for the tertiary demonstration project with the IL-PBIS Network. Coordinated quantitative and qualitative data collection in numerous school districts. Consulted with school districts implementing Positive Behavior Intervention and Supports in the schools. Researched and presented current information on best practices in the schools. Built school capacity for wrap-around and other third tier supports.

**Teacher La Salle Christian Brothers, Havana, Cuba (August 2008)**

Planned and taught an adult education course on speaking English as a foreign language.

**Practicum Student Eisenhower Junior High School, Darien, Illinois (August 2007-June 2008)**

600-hour practicum experience at a junior high school in a Chicago suburb. Assessed students formally and informally and produced solving conferences. Ran individual and group academic interventions. Consulted with teachers, administrators, and social professional reports. Presented information at IEP and problem workers. Conducted group, individual, and classroom counseling

sessions. Collected school-wide data using curriculum-based measurements and presented the findings to teachers and administrators.

**Graduate Assistant Loyola University Chicago, Illinois (August 2006-June 2008)**

Graduate Assistant to the Teaching and Learning Affinity group within the School of Education. Conducted numerous research studies for professors. Presented research findings at a statewide conference for educators of culturally and linguistically diverse students as well as Loyola's CHAPTER conference. Taught undergraduate class on equitable assessment of English Language Learners.

**Special Education Teacher Hayt Elementary, Chicago, Illinois (August 2003-June 2006)**

Self contained special education classroom teacher for students ranging from 4<sup>th</sup> to 8<sup>th</sup> grades. Taught students with disabilities including learning disabilities, emotional impairments, cognitive impairments, speech and language disorders and behavior disorders. Coordinated and facilitated IEP meetings. Facilitated teacher in-services on best practice teaching methods. Created and implemented lessons to meet individual education plans. Co-directed a school-wide variety show and weekly after school arts enrichment program. Supervised paraprofessionals and four Loyola University interns.

**Student Teacher Franklin Fine Arts Center, Chicago, Illinois (Spring 2003)**

Thirteen-week internship in a fourth grade multicultural classroom. Organized and designed lesson plans in all subject areas, directed class activities and implemented behavior management.

**Student Teacher Lincoln Elementary, Zeeland, Michigan (Fall 2002)**

Eleven-week internship in an elementary resource room. Planned lessons designed to meet IEP goals of students with learning disabilities, emotional impairments, cognitive impairments, and physical impairments. Addressed behavior management issues. Participated in IEP meetings, School Improvement meetings, and Parent/Teacher Conferences.

**Professional Presentations**

James, J.M. & Auperlee, J. (2017, November). Addressing the shortage of school psychologists through high quality internships. Michigan Association of School Psychologists.

James, J.M. (2016, February). State of school psychology programs and field experiences. Presented at the Southwest Kent ISD School Psychologist Meeting.

James, J.M. (2015, November). State of school psychology programs and field experiences. Presented at the Ottawa ISD School Psychologist Meeting.

James, J.M. & Clarke, J. (2009, November). Rewards and Rewards Plus. Academic Intervention Showcase presented at Illinois State University, Normal, IL.

Shriberg, D., Satchwell, M., Mills, J., McArdle, L. (2008, April). Defining leadership in school psychology: NASP member and leader perspectives. Paper presented at the Loyola University Research Symposium, Chicago, IL.

Shriberg, D., Satchwell, M., Mills, J., McArdle, L. (2008, February). Defining leadership in school psychology: NASP

member and leader perspectives. Paper presented at the NASP Convention, New Orleans, LA.

Mills, J. & Reyes, S. (2007, April). Equitable assessment of English Language Learners. Presented at Loyola University Chicago CHAPTER Conference, Chicago IL.

Reyes, S. & Mills, J. (2007, December). Limited language proficiency or exceptionality: How to know, what to do? Presented at the IAMME State-wide Conference, Oak Brook, IL.

## **Manuscripts**

Shriberg, D., Satchwell, M., McArdle, L., James, J.M. (2011). An exploration of school psychologists' beliefs about effective leadership practice in school psychology. *School Psychology Forum*, 4(4), 8-21.

Adelman-Reyes, S., Mills, J., English, A. (In Progress). Constructing identity in a pre-k-8 two-way bilingual immersion school: An analysis of the reflections of young adult alumni from diverse linguistic and cultural backgrounds.

## **Professional Organizations**

National Association of School Psychologists

*Member*

*Social Justice Interest Group Member (2008-Current)*

*CLD Ambassador (2008-2009)*

Michigan Association of School Psychologists

*Member (August 2018-Current)*

Illinois School Psychology Association

*Past Member*

*Governance Task Force Committee (August 2010-August 2011)*

Loyola Association of School Psychologists

*Executive Board, Publicity Chair (2007-2008)*

**REFERENCES** Available upon request.

**CREDENTIALS** Available upon request through the Office of Career Services, Hope College, Holland, Michigan, 49423 (616)395-7950 and Career Development Center, Loyola University Chicago, Chicago, IL, 60626 (773)508-7716.