A large, light gray paw print graphic is centered on the page. Overlaid on the paw print is the text 'Career Services' in a purple, cursive font.

Career Services

**EDUCATION JOB SEARCH
GUIDE**

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McKendree University Career Services



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BEGINNING A JOB SEARCH IN EDUCATION

- 1) **Prepare and tailor all materials needed to apply for each position:** Prepare your cover letter, résumé, references, 30-second commercial, interview skills, interview attire, questions to ask the employer, and thank you letters. Many schools require an application with a writing section in addition to your résumé and other credentials.
- 2) **Begin your search before the last semester of your program.** Districts hire at different times. Many start to interview as early as January for the fall, or during the fall and winter months for January start dates. Maternity leave, medical leave, retirement, non-renewed contracts, and other circumstances impact vacancies.
- 3) **Find out about posted openings** through individual school, district, or state websites, as well as McKendree's College Central Network (CCN).
- 4) **Get organized and make to-do lists.** Make a file for each district to which you apply. Record what you sent and when, who you corresponded with, and any follow-up contacts. It will be difficult to keep track if you are not organized. You want to be prepared when districts contact you. Check the status of your online applications.
- 5) **Utilize Career Services** for education career fairs, workshops, job postings, résumé/cover letter critiques, and mock interviews. Join our Facebook page for tips.
- 6) **Network!** According to research, up to 80% of jobs are found via networking. Knowing people can give you an edge, not to mention potentially wonderful professional resources. During field experiences, student teaching, and/or internships, it is crucial to introduce yourself to the administration and take advantage of the resources many teachers/administrators can provide. Not only can this expand your knowledge, but it can connect you with people in the field. Use this opportunity to also find references.
- 7) **Expand your search.** Focusing on one county or district significantly decreases your chances of landing a position. Include private schools, St. Louis districts, and other states that award reciprocity or few additional licensure requirements, as well as more northern and southern parts of Illinois in your search. There are many areas that have a large market for good teachers, so be willing to look out of the state as well.
- 8) **Create experiences for yourself.** Do not depend on unique experience being given to you in your field experiences, student teaching, or jobs. Volunteer, create projects, implement new ideas, and take the extra step to go beyond what is expected of you. Consider what schools are looking for and try to create that experience in your work. Besides, it is all for the betterment in the education of youth!
- 9) **Consider applying to other jobs in education.** Apply to aide and full-time/part-time substitute teaching vacancies in districts where you want to work. By doing this, you can gain experience in the school and classroom, as well as network. Other organizations, such as tutoring centers, can also give you relevant experience.

NETWORKING

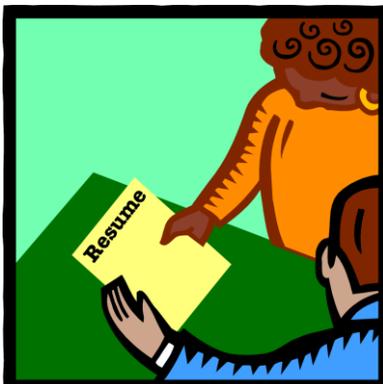
Networking is connecting with people in your field to gain information about your career field and to assist you in your career development. Here is a quick “Networking 101” course:

- 1) Get involved!** Find internships, have part-time work, and volunteer in the community. Join professional organizations found on the following website:
http://dir.yahoo.com/Business_and_Economy/Organizations/Professional/
Attend a local Chamber of Commerce meeting or visit their webpage for a great place to network and find out about area business contacts and employment. Consider joining professional networking websites like LinkedIn, and remember to keep social networking pages like Facebook appropriate. All of this involvement will give you the opportunity to connect with many professionals in your field.
- 2) Develop a pool of contacts!** Start small. Choose a couple of people and work to expand your contacts. A good way to start might be an informational interview. Remember, quality is better than quantity. See Career Services for more information.
- 3) Have a business card and a commercial!** Be prepared to talk about yourself. Apply yourself to the industry, but don’t make it only about you.
- 4) Research and record!** Take mental notes or use whatever strategy works for you. Write these notes on the business cards you have collected or a piece of paper immediately after the meeting/event. Think about the next step and conversation.
- 5) Have a positive attitude and a smile!** Body language, tone of voice, and eye contact impact your conversation and the impression you make.
- 6) Stay in touch!** Be sure to connect with new contacts in the future. Don’t pester them; simply send a message or a note following the event, then perhaps contact them over holidays or about an upcoming event. Write about specific things you have discussed or have in common. Always approach them at events where you both are in attendance.
- 7) Know your limit!** Don’t target one person, but also don’t try to reach everyone. Make a targeted effort and focus on a few to engage in meaningful conversations.
- 8) Always be professional!** In dress and behavior, it is important to be professional. Make a good first impression. For information on professional dress, visit Career Services.
- 9) Have a résumé ready!** You never know who will ask, and you want to be prepared.
- 10) Write thank you letters!** After an informational interview or being provided with helpful information, write a thank you letter. Manners and kindness go a long way.

RÉSUMÉS

Here are the “Top 5 Reasons You Need a Résumé”:

- 1. To initiate contact with a potential superintendent or principal:** Accompanied by a cover letter, your résumé lets a superintendent or principal know that you’re interested in the school district, and it helps create a positive first impression.
- 2. To provide a superintendent or principal with a summary of your education, experience, and skills:** Your résumé shares information about you that qualifies you for the position you want. Be sure to focus on relevant information.
- 3. To facilitate an interview and serve as a guide during the interview:** The résumé should encourage the superintendent or principal to call you for an interview to hear more. It also provides a common base of knowledge shared by you and the interviewer, leading him/her to ask you to elaborate on information and allowing you to cite examples of skills that would interest the school.
- 4. To share information with persons assisting you in the job search:** Your résumé can inform others of your job search and can help you develop a network of references. Give copies of your résumé to people who write letters of recommendation for you as well, so you can remind them of your specific qualities and accomplishments.
- 5. To supplement information given when completing applications:** Most applications request a great deal of information but allow little space to write or type. So be sure to answer all questions on the application, but also attach your résumé to provide a more thorough picture of your skills and abilities.



DESIGNING A RÉSUMÉ

Your résumé should outline your educational and employment experiences, your interests and activities, and your goals. Briefly and concisely, your résumé should tell the employer:

- Who you are
- What you know
- What you have done
- What you would like to do
- What you can do for the employer



* **Remember that cover letters should always be sent with your résumé.** You can see cover letter writing tips and examples later in this guide.

There is no single prescribed format for résumés. Here are some basic rules, however, to follow in designing an attractive and informative résumé:

- Select a format that best suits your qualifications
- Minimize personal information
- Highlight skills and abilities
- Include marketable, relevant data
- Tailor résumé to specific qualifications
- Put your information in order of interest to your reader
- Make your résumé your own
- Be consistent with format
- Know your audience
- Make your resume graphically pleasing
- Feel free to go onto two pages because of your field experience
- Make your résumé easy to scan (don't assume the employer will take time to read it)
- Generally, margins are 1 inch from top, bottom, and sides
- Make sure to proofread, proofread, proofread
- Review final draft with counselor, friend, faculty member, etc.
- Reproduce professionally
- Use quality résumé paper, white or off-white, and do not staple; you may paperclip your résumé, though

TRANSFERABLE SKILLS CHECKLIST

Over the years, you have developed many skills from part-time/full-time positions, classes, campus activities, volunteerism, and other leadership experiences. A prospective employer wants to know about these transferable skills you have gained and how they can be applied in their specific work environment. Use the following checklist to help you pinpoint some of your transferable skills.

Communication Skills

<input type="checkbox"/> speaking effectively <input type="checkbox"/> writing clearly and concisely <input type="checkbox"/> listening attentively and objectively <input type="checkbox"/> expressing ideas <input type="checkbox"/> facilitating group discussion <input type="checkbox"/> interviewing <input type="checkbox"/> editing <input type="checkbox"/> responding appropriately to +/- feedback <input type="checkbox"/> using various media to present ideas imaginatively	<input type="checkbox"/> providing appropriate feedback <input type="checkbox"/> negotiating <input type="checkbox"/> perceiving nonverbal messages <input type="checkbox"/> persuading <input type="checkbox"/> reporting information <input type="checkbox"/> describing feelings <input type="checkbox"/> public speaking <input type="checkbox"/> using various styles of written communication <input type="checkbox"/> conveying a positive self-image to others
---	--

Research/Planning/Investigation

<input type="checkbox"/> forecasting/predicting <input type="checkbox"/> creating ideas <input type="checkbox"/> identifying problems <input type="checkbox"/> imagining alternatives <input type="checkbox"/> identifying resources <input type="checkbox"/> gathering information <input type="checkbox"/> solving problems <input type="checkbox"/> setting goals <input type="checkbox"/> extracting important information	<input type="checkbox"/> analyzing <input type="checkbox"/> developing evaluation strategies <input type="checkbox"/> testing validity of data <input type="checkbox"/> designing an experiment or model <input type="checkbox"/> formulating questions <input type="checkbox"/> making conclusions <input type="checkbox"/> conceptualizing <input type="checkbox"/> observing and discovering <input type="checkbox"/> defining needs
--	---

Human Relations/Interpersonal

<input type="checkbox"/> developing rapport <input type="checkbox"/> being sensitive <input type="checkbox"/> listening <input type="checkbox"/> conveying feelings <input type="checkbox"/> providing support for others <input type="checkbox"/> motivating <input type="checkbox"/> sharing credit <input type="checkbox"/> helping others <input type="checkbox"/> counseling <input type="checkbox"/> cooperating	<input type="checkbox"/> keeping a group "on track" <input type="checkbox"/> being patient <input type="checkbox"/> interacting effectively with peers, superiors, and subordinates <input type="checkbox"/> persuading others <input type="checkbox"/> being willing to take risks <input type="checkbox"/> teaching/instructing others <input type="checkbox"/> demonstrating effective social behavior <input type="checkbox"/> perceiving feelings and situations <input type="checkbox"/> delegating with respect
---	--

Work Survival

<input type="checkbox"/> implementing decisions <input type="checkbox"/> cooperating <input type="checkbox"/> enforcing policies <input type="checkbox"/> being punctual <input type="checkbox"/> managing time and stress <input type="checkbox"/> attending to detail <input type="checkbox"/> working effectively under pressure <input type="checkbox"/> taking initiative in job-related duties <input type="checkbox"/> discerning appropriate behaviors for work	<input type="checkbox"/> meeting goals <input type="checkbox"/> enlisting help <input type="checkbox"/> accepting responsibility <input type="checkbox"/> setting and meeting deadlines <input type="checkbox"/> organizing <input type="checkbox"/> making decisions <input type="checkbox"/> seeking opportunities for professional develop. <input type="checkbox"/> evaluating personal and professional strengths and weaknesses
---	--

Organization/Management/Leadership/Decision Making

__ initiating new ideas and tasks __ handling details __ coordinating tasks __ coaching/mentoring __ counseling __ managing conflict __ motivating and leading people __ organizing people/tasks to achieve a specific goal __ following up with others to evaluate progress __ conducting meetings __ giving praise and credit to others for a job well done __ solving problems/mediating __ taking risks __ implementing sound decisions	__ managing groups __ delegating responsibility __ teaching/instructing __ promoting change __ selling ideas or products __ making decisions with others __ analyzing tasks __ identifying people who can contribute to solutions of problems or tasks __ facilitating brainstorming activities __ developing goals for an organization __ prioritizing tasks __ encouraging and inspiring __ negotiating agreements __ taking responsibility for decisions
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Financial/Management

__ developing a budget accurately estimating expenses and income __ keeping accurate and complete financial records __ accounting __ assessing	__ ensuring timelines of payments __ fundraising __ calculating __ projecting/forecasting __ investing
---	--

Critical Thinking/Problem Solving

__ anticipating problems before they occur __ defining problems and identifying possible causes __ identifying possible solutions and selecting the most appropriate ones __ creating innovative solutions to complex Problems	__ involving group members to evaluate solutions __ developing plans to implement solutions __ multi-tasking __ identifying a general principle that explains interrelated experiences
---	---

Putting your transferable skills to work

List your skills that you consider your best transferable skills. Write an example of where and how you used each skill.

	Skill	Example
1.	a)	b)
2.	a)	b)
3.	a)	b)
4.	a)	b)
5.	a)	b)
6.	a)	b)
7.	a)	b)

BASIC CONTENTS OF AN EDUCATION RÉSUMÉ

Name

Street Address
City/State/Zip
Phone Number
E-mail Address

OBJECTIVE

Concise description of position desired. Tailor your objective to each employer you target and every position you seek, including what you have to offer the school.

EDUCATION

Include the following:

Degree	Graduation month & year
Major:	McKendree University, Lebanon, IL
Minor: (if applicable)	GPA: (if 3.0 or above)
Endorsement(s): (if applicable)	Certification Type & Area of Concentration

* If you don't have your certificate, write what tests you have passed to date (Basic Skills, Content, APT) and anticipated date of certification. You can also add above-average scores here.

PROFESSIONAL EXPERIENCE

Substitute teaching, student teaching, field experience, and Aide positions. For bulleted statements, focus on what makes you different. Unique experiences showing initiative, creativity, and results are more effective than "graded tests."

RELATED EXPERIENCE

Coach, Tutor, Camp Counselor, Teacher's Assistant, Sunday School Teacher, and similar titles. Include any experience with children, education, and the community.

HONORS

Do not include high school information in this section after earning sophomore status.

COMMUNITY ACTIVITIES & LEADERSHIP

Do not include high school information in this section after earning sophomore status.

EXTRACURRICULAR ACTIVITIES

Include any clubs, sports, or groups in which you have participated for a period of time that you would be confident in leading such groups, teams, or organizations at the school to which you are applying. This will help market your ability to be involved outside of the classroom.

TECHNOLOGY SKILLS

Include educational software and any technology used with lesson plans.

ALTERNATIVE HEADINGS

Objective	Extracurricular Interests
Teaching Objective	Community Service
Career Objective	Community Activities
Professional Objective	Civic Activities
Position Desired	Community Involvement
Education	Interests
Endorsements	Civic Contributions
Overseas Study	Committee Assignments
Honors & Awards	Volunteer Activities
Academic Honors	Coaching Interests
Awards	Other Experiences
Achievements	Group Memberships
Honorary Societies	Affiliations
Distinctions	Professional Memberships
Scholarships	Professional Societies
Experience	Skills
Classroom Experience	Computer Skills
Professional Experience	Computer Literacy
International Experience	Coaching Skills
Service	Technical Skills
Teaching Experience	Skills & Competencies
Student Teaching	Teaching Skills
Employment	Language Competencies
Field Experiences	Languages
Non-teaching Experiences	Areas of Expertise
Related Experience	Special Skills
Internship Experience	Teaching Strengths
Practicum Experience	Language Ability
Military Service	Workshops Attended
Training	Exhibits
Professional Leadership	Shows
Activities	Seminar Presentations
Other Work	Presentations
Certificates	Conference Participation
Teaching Certificate(s)	Professional Seminars
Coaching Certification	Publications
Special Training	Related Coursework
Licenses	

HOW TO LIST:
NAME AND CONTACT INFORMATION

In general, list your basic information for your résumé in the following way:

Name
Street
City/State/Zip Code
Phone Number
E-mail Address



A few tips to remember when you list this information:

- You can either center or left-align the information.
- Take the underline off of your e-mail address and make sure the type is black, not blue (since many computers are defaulted to set a hyperlink).
- Be sure that the message on your voicemail or answering machine is professional and appropriate.
- Be sure that you have an appropriate e-mail address, and remember that your McKendree e-mail address will be cancelled approximately 90 days after graduation.

Here is an example of a Name and Contact Information section:

John C. Doe
123 Unknown Street
Nowhere, Illinois 65432
(987) 654-3210
jcdoe@mckendree.edu

GIVE IT A TRY:

HOW TO LIST: AN OBJECTIVE OR A PROFILE/SUMMARY



OBJECTIVE

The objective statement appears at the top of a résumé and tells the reader about your career goals and/or interest in a specific job or vacancy. You should tailor your objective on each résumé to every position for which you apply. Just be sure your objective is student-centered.

Here are some tips for writing effective objectives:

- Be specific and focused.
- State your career interests and qualifications, which should be reflected throughout your résumé, cover letter, and interview.
- Use action-oriented words and concise phrases.
- Avoid using first-person pronouns, such as “I” and “me.”
- Tell the principal/superintendent what you can contribute to the school district, not what you want out of the job.
- Do not include more than one occupational field of interest. Instead, create several résumés, each with a different objective.
- Well-written, effective objectives should include several of the following:
 - Type of position (e.g. elementary, math, English)
 - Level of position (e.g. middle school, high school, K-12)
 - Type of district/school (e.g. small vs. large, urban vs. rural, public vs. private)
 - Functional skills (e.g. creativity, technology, organizational)

Examples of high-quality objectives:

→ A middle school teaching position in language arts or history, with the opportunity to coach or sponsor extracurricular activities

→ To attain an elementary education position at ABC School using creativity, technology skills, and artistic abilities

→ To teach science in an urban high school setting, focusing on experiments and other interactive lessons

GIVE IT A TRY:

PROFILE/SUMMARY

Many job-seekers are using a “Profile” or “Summary” section in place of an “Objective.” Because superintendents may initially spend only 10-30 seconds looking at your résumé, you want to grab their attention and highlight the most important and relevant information on your résumé (without repeating your résumé).

With this section, it is common to first list the objective, and then to add bulleted statements underneath it to summarize your qualifications and skills.

Here are two examples of a Profile or Summary section:

PROFILE

Dedicated elementary educator with over 14 years of experience.

- Enthusiastically implement content with unique delivery methods, creating results-oriented curriculum.
- Incorporate technology into all areas of the classroom and design creative cross-curricular lesson plans for more effective learning.
- Continuously strive to find new ways for improved instruction and to incorporate fun into lessons.
- Possess volunteer experience with a variety of activities and sports.
- Awarded Educator of the Year in 2009 by Southern Illinois Teacher Association.

SUMMARY

Experienced educator seeking administrative position in ABC school district.

- Over ten years of teaching experience at many grade levels with various demographics.
- Proven community leadership skills. Involved in numerous volunteer groups.
- Continued professional development and technology skills. Experience with Pinnacle Grading Software, Interactive Classroom E-learning System (ICES), SRI assessment software, Microsoft Office Suite, SMART Boards and projectors.

GIVE IT A TRY:

HOW TO LIST: EDUCATION



You want to emphasize the positive aspects of your academic career. List the colleges/universities you have attended and earned a degree, listing the most recent degree first. Normally, high school is not mentioned once you are in your sophomore year (second semester) of college.

In general, list the following for your Education section:

- **Degree expected** – Check the formal title for your degree in the academic catalog.
- **Expected graduation date** – Just list the month and year; it’s not necessary to write the word “Anticipated” or “Expected.”
- **Major, Minor, and/or Endorsements** – List these parts under or next to your degree to show specifically what you have studied and are certified to teach.
- **City and state of school** – List these to show where your school is located.
- **GPA or other academic honors** – Include your GPA if it’s 3.0 or above, listing it as 3.0/4.0. You may also consider including your Major GPA. Add other academic honors here if you just have one or two, such as Dean’s List. If you have more, add a section titled, “Honors,” to your résumé.
- **Study Abroad** – If you have had this experience, you could add it to your Education section.

Here are some examples of ways to format an Education section:

McKendree University, Lebanon, IL B. S. Ed. in Elementary Education Endorsement in Middle School Language Arts G.P.A. of 4.0/4.0, summa cum laude	December 2012
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M. A. Ed. in Teacher Development McKendree University, Lebanon, IL GPA: 3.67/4.00	May 2011
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GIVE IT A TRY:

HOW TO LIST: WORK EXPERIENCE



As educators, you have attained a lot of field experience and, most likely, other related experience of working with children. Feel free to list other part-time jobs, but focus mainly on those experiences related to teaching.

- List your experiences in reverse chronological order.
- Include job title/experience, place of employment/school, city and state of employer/school, and dates of employment/experience.
- Describe each position in a way that clearly highlights the skills relevant to your career goals.
- Use short, concise statements set off with bullets and starting with action verbs.
- Quantify whenever possible and use superlatives (most, best, etc.).
- Cite numbers and specifics whenever possible, showing results.
- Avoid using personal pronouns (e.g. “I,” “me,” etc.).
- Use present-tense verbs when describing a current position and past-tense verbs for completed jobs.

Always describe your accomplishments and results, rather than just listing your job description. To do this, break down descriptive phrases into two areas—“What I Did” and “Results/Purpose.” While you cannot do this for every phrase, it will strengthen the meaning of certain bullet points. You can begin a phrase with either part. Here are some examples:

<u>WHAT I DID</u>	<u>RESULTS/PURPOSE</u>
Modified classroom design and instruction methods...	...to meet the needs of a diverse student population.
...by implementing a class landscaping project.	Raised funds for school grounds improvement...
Collaborated with first- and second-grade teachers...	...to develop cross-curricular lessons on apples and fall.

Here is an example of how someone would transfer this into a résumé format:

Student Teacher

Spring 2012

Highland Elementary School; Highland, Illinois

- Modified classroom design and instruction methods to meet the needs of a diverse student population.
- Raised funds for school grounds improvement by implementing a class landscaping project.
- Collaborated with first- and second-grade teachers to develop cross-curricular lessons on apples and fall.

WHAT MAKES ME DIFFERENT?

What experience did you gain during student teaching and field practicums that separate you from the rest? All teacher candidates plan lessons, teach, and grade. What unique skills or experience prepared you to be the best candidate though? This is the key to a résumé that has greater potential of earning you an interview. Here are some things to think about:

DID YOU:

- Plan a field trip?
- Modify a lesson for ESL or IEP students?
- Contribute to an REI team or project?
- Assist with RtI?
- Volunteer to assist with an extra-curricular activity or club?
- Administer state and/or standardized tests?
- Organize a group tutoring program?
- Team teach? Team plan?
- Develop cross-curricular projects, lessons, or units?
- Integrate character education into lessons and projects?
- Regularly contact parents to update them on their student's performance, good or bad?
- Administer a new part of the curriculum?
- Serve on a faculty committee?
- Creatively utilize technology in your classroom?
- Improve student performance and grades?
- Facilitate learning through cooperative learning groups?

Think about the characteristics of an ideal teacher candidate, such as these. Sell yourself in your résumé and cover letter by focusing on what experience and skills you possess that not every other teacher candidate has. These skills will be your edge in the hiring process. Market yourself appropriately. Use strong verbs and adverbs to describe your skills.



WHAT ARE SOME GOOD ACTION VERBS FOR BULLETED STATEMENTS?

Use this list of action verbs to write your brief accomplishment descriptions on your résumé.

Communication/

People Skills

Acted as a liaison
Addressed
Advertised
Advised
Advocated
Arbitrated
Arranged
Articulated
Authored
Clarified
Collaborated
Commented
Communicated
Composed
Condensed
Conferred
Consulted
Contacted
Conveyed
Convinced
Corresponded
Counseled
Cultivated
Debated
Defined
Described
Developed
Directed
Discussed
Displayed
Drafted
Edited
Elicited
Enlisted
Expedited
Explained
Expressed
Extrapolated
Facilitated
Formulated
Furnished
Guided
Incorporated
Influenced
Informed
Instigated
Instructed
Interacted
Interpreted
Interviewed
Involved
Joined

Comm., cont.

Judged
Lectured
Listened
Marketed
Mediated
Moderated
Motivated
Negotiated
Notified
Observed
Outlined
Participated
Persuaded
Presented
Promoted
Proposed
Publicized
Recommended
Reconciled
Recruited
Referred
Reinforced
Renegotiated
Reported
Researched
Resolved
Responded
Sold
Solicited
Specified
Spoke
Suggested
Summarized
Synthesized
Trained
Translated
Wrote

Creative Skills

Acted
Adapted
Applied
Began
Combined
Composed
Conceived
Conceptualized
Condensed
Created
Customized
Designed
Developed
Directed

Creative, cont.

Displayed
Drew
Entertained
Established
Evaluated
Fashioned
Formed
Founded
Generated
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Modeled
Modified
Molded
Originated
Perceived
Performed
Photographed
Pinpointed
Planned
Produced
Refined
Revised
Revitalized
Revolutionized
Rewrote
Shaped
Solved
Updated

Financial/ Records Skills

Adjusted
Administered
Allocated
Analyzed
Appraised
Assessed
Audited
Balanced
Budgeted
Calculated
Catalogued
Charted
Classified
Collected
Compared
Computed
Condensed

Financial, cont.

Conserved
Corrected
Determined
Developed
Documented
Estimated
Expedited
Forecasted
Formulated
Guaranteed
Inventoried
Invested
Listed
Logged
Managed
Marketed
Maximized
Measured
Minimized
Monitored
Planned
Prepared
Processed
Procured
Programmed
Projected
Purchased
Reconciled
Recorded
Reduced
Reevaluated
Researched
Retrieved
Scheduled
Sold
Tabulated
Tallied
Traced
Updated

Helping Skills

Adapted
Advised
Advocated
Aided
Answered
Arranged
Assisted
Brought
Cared for
Clarified
Coached
Collaborated

Helping, cont.

Comforted
Contributed
Cooperated
Counseled
Demonstrated
Diagnosed
Educated
Encouraged
Enlisted
Ensured
Expedited
Facilitated
Familiarized
Fostered
Furnished
Guided
Helped
Inspired
Insured
Intervened
Mentored
Modified
Motivated
Performed
Prevented
Provided
Referred
Rehabilitated
Represented
Resolved
Simplified
Supplied
Supported
Treated
Volunteered

Management/ Leadership Skills

Achieved
Administered
Analyzed
Appointed
Approved
Arranged
Assigned
Attained
Authorized
Chaired
Completed
Conceived
Considered
Contracted
Controlled

Mgt., cont.

Converted
Coordinated
Decentralized
Decided
Delegated
Determined
Directed
Dispatched
Dispensed
Distributed
Eliminated
Emphasized
Encouraged
Enforced
Enhanced
Established
Evaluated
Executed
Founded
Generated
Governed
Handled
Headed
Hired
Hosted
Implemented
Improved
Incorporated
Increased
Initiated
Inspected
Inspired
Issued
Launched
Led
Managed
Merged
Motivated
Obtained
Offered
Opened
Ordered
Organized
Originated
Overhauled
Oversaw
Planned
Prescribed
Prioritized
Produced
Provided
Recommended
Recruited
Rectified
Reevaluated
Referred

Mgt., cont.

Regulated
Rejected
Reorganized
Replaced
Reported
Represented
Restored
Revamped
Routed
Scheduled
Secured
Selected
Spearheaded
Streamlined
Strengthened
Supervised
Supplied
Terminated
United

Manual Skills

Assembled
Built
Constructed
Delivered
Installed
Maintained
Modernized
Navigated
Operated
Repaired
Replaced
Restored
Rewired
Trimmed

Organizational/**Clerical Skills**

Activated
Altered
Approved
Arranged
Assembled
Catalogued
Categorized
Charted
Classified
Coded
Collected
Compiled
Corrected
Corresponded
Dispatched
Distributed
Edited
Estimated

Organiz., Cont.

Executed
Filed
Generated
Implemented
Incorporated
Inspected
Listed
Logged
Maintained
Monitored
Observed
Obtained
Operated
Ordered
Organized
Overhauled
Prepared
Processed
Proofread
Provided
Published
Purchased
Recorded
Reduced
Registered
Reserved
Responded
Retrieved
Reviewed
Routed
Scheduled
Screened
Streamlined
Submitted
Systematized
Updated
Validated
Verified

Planning Skills

Broadened
Created
Designed
Developed
Devised
Discovered
Drafted
Estimated
Improved
Initiated
Invented
Modified
Planned
Prepared
Produced
Salvaged

Research Skills

Analyzed
Clarified
Collected
Compared
Conceived
Conducted
Critiqued
Detected
Determined
Diagnosed
Disapproved
Evaluated
Examined
Experimented
Explored
Extracted
Formulated
Gathered
Identified
Inspected
Interpreted
Interviewed
Invented
Investigated
Located
Measured
Organized
Reported
Researched
Reviewed
Searched
Solved
Studied
Summarized
Surveyed
Systematized
Tested
Wrote

Teaching Skills

Adapted
Advised
Clarified
Coached
Communicated
Conducted
Critiqued
Defined
Demonstrated
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Focused

Teaching, cont.

Guided
Individualized
Informed
Instilled
Instructed
Invited
Lectured
Motivated
Persuaded
Represented
Set goals
Stimulated
Taught
Tested
Trained
Transmitted
Tutored
Updated

Technical Skills

Adapted
Analyzed
Applied
Assembled
Built
Calculated
Computed
Conserved
Constructed
Debugged
Designed
Determined
Developed
Devised
Engineered
Fabricated
Fortified
Inspected
Installed
Maintained
Operated
Overhauled
Printed
Programmed
Rectified
Regulated
Remodeled
Repaired
Replaced
Restored
Solved
Specialized
Standardized

GIVE IT A TRY:

Title:

Dates:

School/Company/Organization:

Location:

-

-

-

Title:

Dates:

School/Company/Organization:

Location:

-

-

-

Title:

Dates:

School/Company/Organization:

Location:

-

-

-

HOW TO LIST:
CAMPUS ACTIVITIES AND VOLUNTEER SERVICE



Just like your relevant coursework, you can list your campus activities and volunteerism in one of two ways.

If you have simply been a member of campus organizations or a participant in activities, you can just list them in the following way:

ACTIVITIES & VOLUNTEER SERVICE
McKendree University Volleyball Team
Habitat for Humanity
McKendree University Mentoring Program
Second Chance Shelter in East St. Louis

If you have had a leadership role or want to describe what you did in a certain organization, you can list everything in a way similar to your work/field experience, like this:

ACTIVIITIES & VOLUNTEER SERVICE

Student Ambassador	September 2011-May 2012
McKendree University; Lebanon, Illinois	
<ul style="list-style-type: none">• Recruited prospective students through campus visits, phone calls, and letters.• Interviewed prospective Scholarship Days recipients.	
Big Brother	January 2011-May 2012
Big Brothers Big Sisters; Belleville, Illinois	
<ul style="list-style-type: none">• Met with “Little Brother” twice per month and attended special events for organization.	

GIVE IT A TRY:

HOW TO PULL IT ALL TOGETHER



Now that you have all of your ideas down on the previous pages, simply put it all together. You can use this page as your rough draft. Feel free to use the samples on the following pages for more ideas. Then type up your résumé and take it to Career Services to give you some tips and ideas for improvement.

Brooke N. Taylor

123 Main Street
Collinsville, IL 62234
(618) 123-4567
btaylor@email.com

OBJECTIVE

To teach elementary students and coach or sponsor extra-curricular activities in a student-centered environment.

EDUCATION

B.S. Ed. in Elementary Education; May 2012
Specialization in History
Endorsement in Middle School Social Science
McKendree University; Lebanon, IL
GPA: 3.62/4.00

HONORS

President's List (4 semesters); Dean's List (4 semesters); Phi Alpha Theta History Honor Society; Kappa Delta Pi Education Honor Society

PROFESSIONAL EXPERIENCE

Student Teaching, Grade 5; Spring 2012
St. Jacob Elementary School; St. Jacob, IL

- Participated in Regular Education Initiative (REI) program
- Administered Second Step violence prevention curriculum
- Implemented cross-curricular content in lessons by integrating the arts and language arts activities to achieve social science learning objectives
- Facilitated learning and social skills through collaborative education groups

Field Experience, Grade 4; Fall 2011
Lebanon Elementary School; Lebanon, IL (48 hours)

- Taught lessons on special interest topics and themes
- Assisted 27 students with social science and math coursework
- Created a Spring bulletin board incorporating weather themes

Field Experience, Grade 5; Spring 2011
Wolf Branch Elementary School; Swansea, IL (36 hours)

Field Experience, Grade 6; Fall 2010
Central Middle School; O'Fallon, IL (24 hours)

RELATED EXPERIENCE & VOLUNTEER SERVICE

Little League Softball Coach; Community Cares Volunteer; United Way Volunteer

Carter R. Smith

123 First Street; Lebanon, IL 62254

618.537.1234

csmith@email.com

OBJECTIVE

Obtain full-time teaching position (K-9) and coach or serve as extracurricular activities sponsor.

EDUCATION

Bachelor of Science in Education

Major in Elementary Education

Type 03 Illinois Teaching Certificate

May 2012

McKendree University, Lebanon, IL

GPA 3.3/4.0

HONORS/ORGANIZATIONS

Presidential Scholarship (4 years)

Alpha Phi Omega service organization, Chi Omega Chapter

PROFESSIONAL EXPERIENCE

Student Teaching

Grade 1

Spring 2012

Belle Valley North School, Belleville, IL

- Applied positive reinforcement and behavior theories to effectively manage a classroom of 27 students while teaching all subjects.
- Developed and implemented a curriculum unit on Spring using hands-on activities.
- Adapted lessons for an ESL student and three IEP students.
- Assisted in Parent/Teacher Conferences.
- Planned a 1st grade play with other grade level teachers.

Clinical Field Experience

Grade 4, 48 hours

Fall 2011

Union Grade School, Belleville, IL

- Facilitated small groups in reading and social studies projects.
- Helped administer Iowa Test of Basic Skills.

Clinical Field Experience

Kindergarten, 36 hours

Spring 2011

Signal Hill School, Belleville, IL

Clinical Field Experience

Grade 2, 24 hours

Fall 2010

Belle Valley South School, Belleville, IL

RELATED EXPERIENCE

Volunteer Volleyball Coach

Grades 6-8

Fall 2008 - Fall 2011

St. Henry Grade School, Belleville, IL

Volunteer Tutor

Grades 6-8

Fall 2008 - Spring 2010

Belle Valley South, Belleville, IL

Allen D. Koester
38 East Main Street
St. Louis, MO 63124
(314) 555-5555
akoester@email.com

CAREER OBJECTIVE

To apply classroom and extracurricular activities experience to facilitate student learning and development.

EDUCATION

Bachelor of Arts, Illinois Secondary Education Certification, May 2011

McKendree University; Lebanon, IL **GPA:** 3.42/4.00

Major: English

Endorsements: Speech and Middle School Language Arts

TECHNOLOGY SKILLS

PowerPoint; SMARTBoard; Excel; SPSS

PROFESSIONAL EXPERIENCE

Substitute Teacher, Grades 9-12, Fall 2011 - Present

Belleville Township High Schools (East & West); Belleville, IL

O'Fallon Township High School; O'Fallon, IL

- Implement knowledge of adolescent development to challenge students
- Manage classes with IEP students and AP students
- Assist in special education classrooms

Student Teacher, Grades 9 - 11, Spring 2011

O'Fallon Township High School; O'Fallon, IL

- Taught American Literature and Advanced Writing Skills
- Utilized and integrated hands-on internet research
- Applied multiple intelligence theory to lesson plans
- Volunteered as Assistant Coach for the women's track team

Clinical Field Experience, Grades 9 - 10, Fall 2010 (48 hours)

Belleville Township High School East; Belleville, IL

- Facilitated cooperative learning groups
- Led and monitored class discussion on current events
- Worked with teachers to gain knowledge of different teaching styles

Clinical Field Experience, Grades 7 - 8, Spring 2010 (36 hours)

Fulton Junior High School; O'Fallon, IL

Clinical Field Experience, Grades 9 - 12, Fall 2009 (24 hours)

Althoff Catholic High School; Belleville, IL

RELATED EXPERIENCE

Mentoring Program; McKendree University, Spring 2011

- Guided and motivated an at-risk seventh-grade student
- Provided student with academic and social transition assistance into junior high

WeCare Tutor Program; McKendree University, Fall 2010 - Spring 2011

- Tutored a sixth-grade student in math, science, and English

Peer Tutor for non-English speaking student; McKendree University, Fall 2009

- Incorporated alternative teaching methods to reach struggling students

LEADERSHIP ACTIVITIES

Track Team member, 2007 - 2011

Literary Interest Society, 2008 - 2011

President, 2011

Sigma Tau Delta English Honor Society, 2010 & 2011

Vice-President, 2010

Student Ambassador, 2008 - 2011

New Student Orientation staff member, 2010 & 2011

HONORS/AWARDS

Mentor of the Year (2009)

Presidential Scholarship (4 years)

President's List (3 semesters)

Dean's List (5 semesters)

Professional Portfolio Available Upon Request

Parker T. Halsey

#2 Highway 50; Lebanon, IL 62254

618.537.5555

phalsey@mail.com

OBJECTIVE

To obtain a position teaching mathematics to secondary or middle school students in a hands-on learning environment.

EDUCATION

B.S. in Mathematics, Secondary Education Certification December 2011
McKendree University, Lebanon, IL GPA: 3.52/4.00
Endorsements: Middle School Math and Physical Science
Passed Illinois Certification exams and CPR/First Aid Certification

TEACHING EXPERIENCE

Student Teacher, Grades 10 and 11 Fall 2011
O'Fallon Township High School, O'Fallon, IL

- Taught Algebra I and Geometry in a fundamental course sequence
- Effectively managed 130 students in five classes
- Assisted with the math team competition
- Co-developed geometry and algebra enrichment project for Math Club
- Created test questions for "Make the Link" project
- Administered PSAE tests and attended County Institute

Field Experience, Grades 9 – 12 Spring 2011
Wesclin High School, Wesclin, IL (48 hours)

- Developed and administered a thematic unit on geometric proofs
- Facilitated cooperative learning classroom environment
- Assisted students with math homework

Field Experience, Grade 9 Fall 2010
Marie Schaefer Junior High, O'Fallon, IL (36 hours)

- Aided classroom teacher in maintaining a positive learning environment
- Created lesson plans on special interest topics and themes

Field Experience, Grades 10 and 11 Spring 2010
Lebanon High School and Elementary School, Lebanon, IL (24 hours)

- Evaluated and critiqued student learning progress
- Worked with teachers to gain knowledge of different teaching styles

MEMBERSHIPS

- National Council of Teachers of Mathematics, 2009 - Present
- Illinois Council of Teachers of Mathematics, 2009 - Present

P. Halsey, Page 2

HONORS

Board of Trustees Scholarship
Dean's List
Sigma Zeta, Math/Science Honorary Society
Kappa Delta Pi Education Honor Society

COMPUTER SKILLS

Microsoft Word
PowerPoint
Excel
GradeQuick

RELATED EXPERIENCE

Campus Ministry Leader, 2010 - 2011
Spring Leadership Conference, McKendree University, 2010
Resident Advisor/Peer Advisor, 2009 - 2011
Math Club, Founding Member, 2008 - 2011
Church Youth Leader, 2007 - 2010

ACTIVITIES

National Selection Committee for Campus Minister, 2010
McKendree University Men's Basketball Team Student Assistant, 2009 - 2010
Alpha Phi Omega, National Service Fraternity, 2008 - 2011
President, Vice President of Membership, and other leadership positions

Nicole E. Sparks

111 N. Illinois, Belleville, IL 62220
(618) 233-2323
nicole@mail.com

OBJECTIVE

Apply knowledge of Sciences in a fun and focused approach to teaching that positively influences each student's learning environment.

EDUCATION

Bachelor of Science in Biology

McKendree University, Lebanon, IL; May 2012

GPA: 4.0/4.0; President's List

Honors Program: One of 15 students selected to take more rigorous courses

FIELD EXPERIENCES

Student Teacher, General Science and Life Science, 9th grade
O'Fallon Township High School, Belleville, IL; Spring 2012

- Assisted in planning and chaperoning a student trip to Quetico Parks
- Implemented various hands-on learning activities in nature
- Served on the committee for selection of new text materials
- Helped Science Club sponsor and participated in club activities

Clinical Experience, Biology, 10th - 11th grade
Belleville Township High School West, Belleville, IL; Fall 2011 (48 hours)

- Taught five classes that included lab sections
- Created a lab safety manual for the science department

Clinical Experience, Life Science, 7th grade
Belle Valley South School, Belleville, IL; Spring 2011 (36 hours)

Clinical Experience, Biology I & II, Physiology, 9th-12th grades
Collinsville High School, Collinsville, IL; Fall 2010 (24 hours)

RELATED EXPERIENCE

Summer Camp Counselor

YMCA; Belleville, IL; Summers 2007 - Present

- Design and implement the Harmony in Nature project for campers
- Create a safe and supportive environment for children
- Encourage learning and positive social relationships through team building and educational programs

PROFESSIONAL ASSOCIATIONS

Kappa Delta Pi, International Education Honor Society
Sigma Zeta, National Honorary Science Society

Chris Laughlin

234 Lake Drive; Lake City, IL 62354
618-999-7777; claughlin@mail.com

Objective:

To obtain a Music teaching position (K-12) and sponsor extracurricular activities.

Education:

Bachelor of Arts in Music Education	May 2012
McKendree University	Lebanon, IL
Special Teaching Certificate, Illinois Type 10	GPA 3.5/4.0

Music Experience:

McKendree University Concert Band, Marching Band, and Jazz Band

Classroom Experience:

Teacher Candidate – Student Teaching	Spring 2012
Belleville Township High School West	Belleville, IL

- Taught Illinois State Superior Concert Band and Jazz Band
- Managed a classroom of over 50 students
- Assisted in designing new music theory curriculum
- Maintained music and instrument storage rooms
- Volunteered to work with the spring musical
- Participated in parent/teacher conferences

Wolf Branch Middle School	Swansea, IL
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- Instructed Concert Band and Pep Band
- Led 10 students to superior marks at State Solo and Ensemble Contest

Field Practicum III	Fall 2011
O'Fallon High School	O'Fallon, IL

- Conducted six Band classes independently
- Aided Band Director in managing a classroom of over 100 students
- Contributed to the development of musical arrangement for fall concert series

Field Practicum II	Spring 2011
Shiloh Elementary School	Shiloh, IL

- Facilitated learning of music theory through class activities and assessment

Field Practicum I	Fall 2010
Highland High School	Highland, IL

- Observed and assisted Band Director in leading the Marching and Concert Bands

Related Activities:

Midwest Music Camp Volunteer; Student Ambassador; Big Brothers Big Sisters

Kathleen S. Green

234 Education Street; Learn, IL 65412
618-963-7895; ksgreen@education.mail

Objective:

To obtain a position teaching students in a special education program that encourages development of the individual.

Education:

M.A.Ed. in Special Education May 2012
McKendree University, Lebanon, IL
GPA: 4.0/4.0

Bachelor of Arts in Psychology May 2010
McKendree University, Lebanon, IL
GPA: 4.0/4.0, summa cum laude

Certification:

Illinois Type 10 - Special Teaching Certificate June 2012
- Endorsement in Reading, LSB1 Certification

Field Experience:

Cahokia High School, Cahokia, IL Spring 2012

- Co-managed a self-contained classroom.
- Tutored the learning disabled on a daily basis to help improve grades.
- Contributed to the assessment of IEP documents for all LD/BD students.
- Communicated frequently with parents about student progress and goals.
- Designed and implemented curriculum for home-bound student.
- Participated in the Early Intervention Program to assist students at risk.

Related Experience:

Special Programs Coordinator, SAVE Site, Belleville, IL Spring 2010 - Present

- Evaluate and organize activities used to develop skills of disabled adults.
- Supervise 50 adult participants in vocational education.
- Create and implement "I Can" skills improvement incentive program.

Intern, Illinois Center for Autism, Fairview Heights, IL Spring 2010

- Monitored daily activities at the center and assisted with special events.
- Supported *Pasta Fare* by cooking and packaging meals.

Volunteer, Special Olympics, St. Louis, MO Summer 2009

- Helped coaches train athletes for annual Special Olympics event.
- Assisted public relations department in promoting the event.

Activities:

Big Brothers Big Sisters; YMCA Summer Camp; Psychology Club; McKendree University Mentoring Program

Kaitlyn Nicole Dreyfuss
4763 King's Court
Lakeside, IL 70585
789.097.7456
Kaitlyn.Dreyfuss@yourmail.com

PROFILE

- Dedicated elementary educator with over 14 years of experience in implementing enthusiastic content and creating results-oriented curriculum.
- Incorporate technology into all areas of the classroom and design creative cross-curricular lesson plans for more effective learning.
- Continuously strive to find new ways for improved instruction and to incorporate fun into lessons.
- Volunteer experience with a variety of activities and sports.
- Awarded Young Educator of the Year in 2009 by Southern Illinois Teacher Association.

TEACHING EXPERIENCE

Lincoln School, Palm Springs, IL

August 1999 - Present

6th Grade Teacher

- Prepare educational objectives for all 6th grade social studies classes.
- Apply various teaching methods to facilitate learning and improvement.
- Strive for ways to continuously improve student study skills through study rewards program.
- Modify lesson plans for four IEP students and participate in IEP meetings.
- Invented a "View Geography Unit" that students responded enthusiastically to, resulting in improved grades.
- Participated in the Early Intervention Program to help students at risk.
- Conducted a case study on effective learning groups.

2nd Grade Teacher

August 1997 - May 1999

- Taught core curriculum; led reading training sessions with teacher colleagues to share supplemental reading activity ideas.
- Effectively used cooperative learning strategies.
- Communicated with parents through a weekly newsletter.
- Motivated students through an active learning environment.
- Organized and created learning centers.
- Designed and implemented a series of class projects that focused on personal ethics and civic responsibility.
- Created and maintained progress charts.
- Attended child study team meetings for learning-disabled children.

K. Dreyfuss, page 2

SCHOOL INVOLVEMENT & LEADERSHIP

- Co-creator of an after-school program incorporating learning and sports skills
- District Character Education committee
- District Curriculum committee
- Coordinator of Homework Club
- Track Coach
- Girls Basketball Coach
- Saturday Detention monitor
- Geography Bee Facilitator
- After-School Tutor
- Representative for Diversity Awareness program in association with Edward Jones

PROFESSIONAL ACHIEVEMENTS

- Life Membership, Illinois PTA; 2009
- "Outstanding Young Educator," Palm Springs Jaycees; 2008
- Selected as a Master Teacher, Governor's Master Teacher Program; 2006
- Girl Scouts of America Juanita Hill Award for promoting Special Needs Scouting; 2004
- "Teacher of the Month," Lincoln School; 1998
- Presenter at County Institute on the subjects of *Strategies for motivating teacher and student achievement under NCLB* and *Being your Best: Endurance Tips for Teachers*; 1998

EDUCATION & CERTIFICATION

McKendree University, Lebanon, IL May 2011
Master of Arts in Education in Teacher Development
G.P.A. of 3.6/4.0

McKendree University, Lebanon, IL December 1996
Bachelor of Science in Education in Elementary Education

Endorsement in Middle School Language Arts
G.P.A. of 4.0/4.0, summa cum laude

Type 03 Elementary Education Certificate

COMMUNITY INVOLVEMENT

- Member of St. Thomas County Historical Society
- Board of Directors for Lindbergh Neighborhood Community Association
- St. Thomas County Board of Directors, United Way
- Big Brothers Big Sisters
- Scout Leader for Girl Scouts of America
- Sunday School and Vacation Bible School Teacher

Samantha M. Taylor

**PO Box 123
Great Town, IL 12345
(123) 456-7890
taylor@abc.com**

OBJECTIVE

To teach and coach in an elementary or middle school where student development is encouraged and promoted inside and outside of the classroom.

EDUCATION

Master of Arts in Education – Teaching, May 2011

McKendree University, Lebanon, IL

G.P.A. of 3.8/4.0

Bachelor of Arts in English, May 2007

McKendree University, Lebanon, IL

G.P.A. of 3.67/4.00

CERTIFICATES

Illinois Teaching Certificate Type 03, Elementary Education, June 2011

Endorsements in Middle School Language Arts and Self-Contained General Education

HONORS

Presidential Scholarship, Zella Jones Scholarship, Kappa Delta Pi Education Honor Society

TEACHING EXPERIENCE

Student Teaching, Spring 2011

Great School, Belleville, IL

Second Grade

- Used assertive discipline and behavior management theories to effectively manage a classroom of 20 students while teaching all subjects
- Communicated frequently with parents regarding student progress
- Designed a project on voting that enabled the entire school to vote
- Participated in IEP meetings regularly
- Helped coordinate a class play
- Collaborated with Second Grade teachers to streamline lessons and projects
- Organized student work in reading centers and increased reading scores
- Assisted in creating and updating classroom webpage
- Created math manipulatives
- Maintained the homework hotline to benefit parents

Clinical Field Experience, Fall 2010

ABC School, Lebanon, IL

First Grade – 48 hours

- Facilitated small reading groups
- Aided in designing a class project on different countries around the world
- Instructed five lessons for a thematic unit

Clinical Field Experience, Spring 2010

Apple School, Learning, IL

Kindergarten – 36 hours

- Helped in managing a room of 28 students
- Quizzed children over name, address, phone number, and birthday
- Guided students with homework and reading assignments

Clinical Field Experience, Fall 2010

C. Brown Elementary School, Smalltown, IL

Third Grade – 24 hours

- Assisted teacher in managing a room of 24 students
- Helped teacher prepare lesson plan materials

RELATED EXPERIENCE

Individual Tutoring

- Worked with a second grader on phonetic sounds, phonics rules, reading, comprehension, spelling, work ethic, problem-solving strategies, and other related areas
- Tutored a fifth grader on organizational skills, research strategies, social studies, English, spelling, math, and study skills

Jr. Church Teacher/Vacation Bible School Teacher

- Interacted with pre-kindergarten children up to middle school children
- Taught lessons integrating many art projects and games

Volunteer Missionary to Honduras

- Conducted a Vacation Bible School for the children in rural communities
- Built a house with a team at Faith Home for the many orphaned children
- Participated in activities with the school children at Faith Home

COMPUTER SKILLS

PowerPoint, Word, Publisher, Works, Outlook, Excel, Kidspiration-Inspiration

Claire Hutchinson
416 West Main St.
Education, IL 67777
618-999-8888
chutchinson@email.com

PROFILE

Experienced educator seeking administrative position

- Over ten years of teaching experience at many grade levels with various demographics.
- Proven community leadership skills. Involved in numerous volunteer groups.
- Continued professional development and technology skills. Experience with Pinnacle Grading Software, Interactive Classroom E-learning System (ICES), SRI assessment software, Microsoft Office Suite, and SMARTBoards.

EDUCATION

McKendree University, Lebanon, IL
M.A.Ed. in Educational Leadership; May 2012
4.0/4.0 G.P.A.
Illinois Type 75 Administrative Certificate

McKendree University, Lebanon, IL
B.S.Ed. in Elementary Education; December 2001
3.8/4.0 G.P.A.
Illinois Type 03 Elementary Education Certificate
Endorsement: Language Arts

EXPERIENCE

Best School, Education, IL
First Grade Teacher; August 2007 – Present

- Collaborate with first- and second-grade teachers to develop a curriculum plan for continuity.
- Alter lessons for six IEP students and participate in IEP meetings.
- Integrate technology into lesson plans and class projects.
- Communicate bi-weekly with parents regarding progress of selected students.
- Designed and implemented protocol packet for classroom crisis intervention.
- Created a behavior management incentive program using a frog pond.
- Administer Illinois State Achievement Tests.
- Planned field trips to the St. Louis City Museum, St. Louis Zoo, Brown's Apple Farm, and Education City Fire Department.
- Implement character education into daily lesson plans.

Good School, Education, IL

Fourth Grade Teacher; August 2003 – May 2007

- Modified classroom design and instruction methods to meet the needs of a student with Cystic Fibrosis.
- Adapted lessons and assessments for students with IEPs.
- Organized a Reading Rewards program.
- Invented a class landscaping project that raised funds for new school grounds.
- Created and implemented an International Night for students and parents.
- Planned field trips to Cahokia Mounds, St. Louis Science Center, the Magic House, Education City Cultural Center, and Education City Hall.

St. Clair County Schools, St. Clair County, Illinois

Substitute Teacher; August 2002 – May 2003

- Assisted different districts in servicing various demographics.
- Managed classes with special needs children.
- Applied different delivery methods to reach a greater number of students.

SCHOOL INVOLVEMENT & LEADERSHIP

Black History Month committee; 2010 - Present

Co-sponsor school-wide "Just Say No" Program; 2010 - Present

District Committee on Character Education; 2010 - Present

Directed kindergarten through Christmas Program for parents; 2008 - 2010

Textbook Selection committee; 2007

Sixth-Grade Softball Coach; 2005 - 2010

Planned and proctored school-wide Spelling Bee; 2004 - 2007

Chaperoned Honor Roll field trip to the St. Louis Cardinal's baseball game; 2003 - 2005

ACHIEVEMENTS

Outstanding Young Educator Award, Education Unit School District #2; 2005

Girl Scouts of America Award for Promoting Special Needs Scouting; 2007

Presenter at Madison County Teachers' Institute

"F.I.S.H. for Educators: Building Community in Your School;" 2010

"Work Outside of the Box: Creative Team Teaching;" 2008

PROFESSIONAL & COMMUNITY INVOLVEMENT

National Reading Association member

Kappa Delta Pi Education Honor Society member

Education, IL Chamber of Commerce and Best School teacher liaison

Service Chair for Violence Prevention Center, Junior Service Club of St. Clair County

Allocation Committee, United Way

Big Brothers Big Sisters

Volunteer Tutor, Franklin Neighborhood Community Association

Lily T. Bucks

502 University Lane
Carlton, IL 62888
618-533-0000
LTBucks@Education.com

OBJECTIVE

Perform in a position where leadership skills and educational background help build and develop individuals in an institution of higher education.

STUDENT AFFAIRS EXPERIENCE

RESIDENCE LIFE

First University, Carlton, IL

Assistant Director of Residence Life

July 2011-Present

- Assist the Director of Residence Life with overall operation of the office.
- Supervise professional and paraprofessional staff.
- Plan and coordinate professional and paraprofessional selection and training.
- Coordinate programming for high profile days.
- Serve as judicial officer for the department and coordinate the judicial process for the Office of Residence Life.
- Implement new judicial procedures for the Office of Residence Life.

Resident Director

January 2010-June 2010

- Supervised a staff of three Resident Assistants and one Community Coordinator and overall operations of a dormitory.
- Performed and coordinated programs for residents and Greek Community members.
- Confronted individuals who were not abiding by College Policies.

STUDENT ACTIVITIES

First University, Carlton, IL

Student Activities Coordinator

July 2010-July 2011

- Promoted to direct the overall operations of all student organizations.
- Expanded campus community organizations by adding a new Spirit Club.
- Doubled the community service hours required of the Greek community.

Swimming Team Staff Advisor

July 2010-May 2011

- Developed strategies for academic performance.
- Operated as a mentor for the team.

Student Government Advisor

January 2010-June 2010

- Created and enforced risk management and operations policies.
- Advised student body leaders on various issues.

ACADEMIC

First University, Carlton, IL

Coordinator of the Early Alert Program

July 2010-Present

- Managed the Early Alert Program.
- Intervened with over 150 academically-struggling students.
- Developed strategies for students to improve class attendance.
- Supported student retention efforts.

EDUCATION

McKendree University, Lebanon, IL

Master of Arts in Education

May 2012

Major: Educational Studies, Emphasis in Higher Education

GPA 4.0/4.0

Illinois University, Jacksonville, IL

Bachelor of Arts

May 2006

Major: Communication, Minor: History

GPA 3.75/4.00

LEADERSHIP ACTIVITIES & HONORS

- President of the Student Body, Illinois University
- Outstanding Leadership and Service Award, Illinois University
- Female Programming Resident Assistant of the Year
- Outstanding Program in Leadership and Personal Development

PROFESSIONAL DEVELOPMENT

PRESENTATIONS

- *Vegas on Campus*, Illinois Higher Education Center for Alcohol, Other Drug and Violence Prevention, February 2011
- *Vegas on Campus*, Great Lakes College and University Housing Officers, November 2010

AFFILIATIONS

- Great Lakes College and University Housing Officers, January 2010-Present
Program Committee Member, January 2010-Present
- Association of Student Government Advisors, September 2010-Present
- Association of Student Judicial Affairs, September 2010-Present

RÉSUMÉ CHECKLIST

- Is my résumé a good length?** The preferred length is one page for recent graduates, but as an education major, you may use two pages because of the related field experience. Just be sure to fill 1½ pages if you go onto that 2nd page.
- Is it organized?** Your résumé should be consistent in the parts that are bold, capitalized, bulleted, etc., and the format should be easy to follow.
- Do I use bullets to describe my experiences?** You do not want long paragraphs or sentences because it takes too long to say too little. Likewise, you do not want your résumé to be too sparse with only dates and job titles/experiences. Instead, use bulleted statements for your relevant experiences, starting with strong action verbs.
- Do I include results in my bulleted statements?** Readers want to know what you accomplished in your field experiences, jobs, or leadership positions.
- Is there any irrelevant information on my résumé?** Height, weight, gender, health, and marital status are not needed and are illegal to ask. Also, be sure to leave off information from over 10 years ago, unless it is related to the position you are seeking.
- Did I have a few people proofread my résumé?** Be aware that misspellings, typographical errors, and poor grammar could cost you the job. Remember that spellcheck won't catch everything either. Résumés should be carefully proofread before they are printed and mailed.
- Am I using anything too fancy that is distracting?** Fancy typesetting, binders, photographs, and exotic paper stocks distract from the clarity of the presentation.
- Is my résumé professional looking?** Your résumé should be neatly typed and printed in black on one side of quality résumé paper. You may use paperclips to send your résumé, but not staples.
- Did I attach a cover letter?** Too many résumés arrive on employer desks that were not requested, with little or no apparent connections to the organization. A cover letter helps direct the résumé to the proper recipient. Make sure to submit a personalized cover letter even if you are applying to a specific position!

REMEMBER: The reason employers become interested in you is the value that **you** can produce for **them**. This value is demonstrated by what you have done, as much as by what you can do. Eliminate things that do not focus on your potential value. Your résumé is a demonstration of your ability to handle written communication. Put as much care and attention into your résumé as you would for a one-page advertisement of a fine product.

REFERENCE PAGE

Candidates should receive permission from an individual before using that person for a reference. Normally, you list three to five references. You may left justify or center the information on the page. Do not use family or friends as references unless an employer requests personal references. Examples of good references would be current or previous supervisors or principals, faculty members, coaches, sponsors of your activities, and colleagues.

**References for (Name)
Street Address
City, State Zip Code
(Area Code) Phone Number
email@provider.net
[Use same format as your résumé]**

Name (with Mr., Ms., or Dr.)
Title
Business Name
Address
City, State, Zip
Phone
E-mail

*Indicate how you know the person

Name (with Mr., Ms., or Dr.)
Title
Business Name
Address
City, State, Zip
Phone
E-mail

*Indicate how you know the person

Name (with Mr., Ms., or Dr.)
Title
Business Name
Address
City, State, Zip
Phone
E-mail

*Indicate how you know the person

COVER LETTERS

COVER LETTER GUIDELINES

1. Use white or off-white high-quality paper and make sure that the same paper is used for your résumé and reference page. Higher-quality envelopes are also recommended.
2. The purpose of your cover letter is to obtain an interview, and writing that first letter is hard work. Put yourself in the position of the employer:
 - a. What would get YOUR attention?
 - b. What would YOU be looking for?
 - c. What would cause YOU to select a certain letter for further consideration?
3. Remain as brief and focused as possible.
4. Address your letter to someone who has the authority to hire (by name and title). If you do not already have the person's name, call the school and obtain it. When impossible to get that information, simply address your letter to the school's name.
5. Indicate the position for which you are applying, where you read about the opening, or by whom you were referred.
6. Give the employer a reason to pick you over other applicants for an interview. Personalize your letter!
7. Demonstrate that you have conducted research on the school or district. Explain why you want to work for them.
8. Convey your enthusiasm and commitment for this line of work.
9. Outline specifically what you are asking and what you have to offer them.
10. Balance professionalism with warmth and friendliness.
11. Point directly to the next step, telling just what YOU intend to do next. Whenever possible, do not put the burden of responsibility on the company to call you.
12. As with the résumé, thoroughly check your final product for spelling, grammatical, and typographical errors. Use the "spell check" option on your computer, but be sure to proofread. Ask another person to review the letter, too.

DESIGNING A COVER LETTER

A cover letter should **always** be written when applying for a position. The format that follows is an example of a cover letter/letter of application. You should compose a letter with which you feel comfortable and that best presents you as a candidate for the specific position.

Return Address

City, State and Zip Code

Current Date

[3 or 4 returns]

Employer's Name

Title of Position

Name of Company or Organization

Street Address, P.O. Box or Building

City, State and Zip Code

[2 returns]

Dear (Mr., Ms., Dr.) last name:

[2 returns]

Paragraph 1: Attract attention! State your purpose for writing and indicate the position or type of work for which you are applying. Indicate how you heard of the opening and mention, by name, any referring party. State your reasons for wanting to work for this particular school or district after doing research. Personalize this area to every employer. [2 returns]

Middle Paragraph(s): Sell yourself! Summarize what you have to offer by stating the qualifications you believe would interest this specific employer. *Tell the employer how you can be of benefit to them!* Emphasize your career interest(s) and briefly point out particular achievements that qualify you for this position. [2 returns]

Final Paragraph: Close by informing the reader of your next action (usually arranging for an interview). You might say that you would be happy to meet with the employer at a convenient time for them. It is also appropriate, if a telephone number is given, to mention that you will be telephoning to follow up with them. [2 returns]

Sincerely,

(Your signature)

[3 or 4 returns between closing and typed name]

Your typed name

[2 returns]

Enclosure(s) (#)

SAMPLE COVER LETTER - VACANCY

123 Main Street
Springfield, IL 12345
May 10, 2012

Dr. Tim Bright
Superintendent
Independent School District #1
123 Main Street
Lebanon, IL 62254

Dear Dr. Bright:

Please consider me as a candidate for the middle school Language Arts position with District #1. I learned of this vacancy from Ms. Mary Smith, second-grade teacher in your district. The district's focus on character education is impressive. Your motto, "We work hard before we play hard," is an important lesson for students to learn. I am confident that my education and experience would be an asset to your students to build character through education.

Upon visiting your website and speaking with teachers in the district, I had the opportunity to learn even more about the middle school and was impressed with its many accomplishments. Success under NCLB and strong parent involvement are notable characteristics of your school. I am completing a full semester as a student teacher at Adams Middle School. While there, I have worked with my mentor to implement new programs and creative lessons that integrate a variety of educational objectives, including character education, civic responsibility, and cross-curricular content. I also worked as a team with other teachers to address student concerns and create new ways to utilize technology to deliver content. In addition to my classroom experience, I have volunteered to assist with the school's newspaper and writer's club. Because of my interest in student publications, I am particularly interested in this position with Independent School District, which includes responsibilities for advising the student newspaper.

My application materials are being forwarded to you. I look forward to arranging an interview at your convenience or answering any questions you may have. Please contact me at 618.123.4567 or kbrooks@email.com. Thank you for your time and consideration.

Sincerely,

Kaitlyn N. Brooks

Kaitlyn N. Brooks

Enclosure

SAMPLE COVER LETTER - NO CURRENT VACANCY

20 Chicago Road
Chicago, IL 12345
June 1, 2012

Dr. Robert Smith
Superintendent
Quality School District #12
123 School Street
Chicago, IL 98765

Dear Dr. Smith:

Please consider me as a candidate for any secondary English positions with Taylor High School. Your district is well known in this area, and I would be pleased to serve as a staff member for your program. Upon visiting your website, I was able to learn more about Quality School District and was impressed by your high school's strong accomplishments, including the fact that many students continue education at institutions of higher learning.

Recently I earned a Bachelor of Arts degree in English with a minor in Communication, and I possess experience both in the classroom and in leading extracurricular activities. As the enclosed résumé indicates, I completed a full semester as a student teacher where I worked with my mentor to plan a variety of creative writing lessons, which resulted in an overall increase in the class average grade by 10%. Each student created a portfolio that showcased poetry and short stories that had been assigned throughout the year. Learning occurs outside of the classroom as well and is an important experience for all students and educators. I have volunteered to assist with the faculty bulletin, track team, and National Honor Society. Quality School District offers numerous opportunities for participation in extracurricular activities, and my experience with such programs would be a benefit to your high school.

My application materials are being forwarded to you so they can be viewed for future vacancies. I will contact you in two weeks to see if you have received my résumé and to answer any questions you may have. Otherwise, please contact me at 618.555.5555 or jmonroe@email.com. Thank you for your time and consideration.

Sincerely,

Jackson Z. Monroe

Jackson Z. Monroe

Enclosures (2)

SENDING AND SCANNING A RÉSUMÉ AND COVER LETTER

HOW TO SEND A RÉSUMÉ THROUGH THE REGULAR MAIL

1. Print your résumé, reference page, and cover letter in black ink onto white or off-white high-quality résumé paper.
2. If using an envelope that matches your résumé paper, type your name and return address, as well as the employer's name and address through Microsoft Works or another program that prints envelopes.
3. If using a larger envelope to keep from folding your documents, type your name and return address, as well as the employer's name and address, onto the envelope.
4. Insert your documents and take to the post office to pay for accurate postage.

HOW TO CREATE AND EMAIL A PLAIN TEXT RÉSUMÉ

1. Copy and paste your résumé into any text editor; one example is Notepad through Word. A lot of the formatting will then be gone, and your font will all be uniform. Since the text editor will not show bolds and italics, you can instead use all-caps for your headings. To use bullets, asterisks, or dashes in your plain text file, copy and paste them. After you save your document, make sure there is a .txt file extension at the end. Do not use the tab key because it may not save that way; use the space bar instead. Email a copy of your plain text résumé to yourself first so that you can make certain it looks fine.
2. To create a plain text email, first make certain that your email software is set to submit plain text so that no formatting is added. The directions for sending a plain text email vary depending on your email program. For Microsoft Outlook you create a new email, click on Options, and then select the Plain Text option. Cut and paste your résumé into the email, and then you may need to make some minor changes to the format.

Many employers prefer that you send your résumé as plain text pasted inside of the email message, not as an attachment. But if an attachment is acceptable, it does allow for a nicer presentation. *If you are required to submit résumé in plain text format, do not use bullets.*



HOW TO SEND A SCANNABLE RÉSUMÉ

Electronic applicant tracking helps schools identify prospective employees and manages the influx of résumés that are received daily in their human resources area. Once the résumé is received, some schools scan the document into their computer system as an image. The computer software converts the résumé into a text file or ASCII file. The software then searches for certain **keywords** or **skills** that match a particular job description. ***The more “hits” or matches there are, the better your chances will be to receive an invitation to interview.***

Preparing a scannable résumé is easy. Just like the traditional résumé, the focus is upon format and content. Follow these tips to produce a great scannable résumé.

- Avoid the two-column format/newspaper format.
- Place your name on the first line of text at the top of the page.
- Use standard address format below your name.
- Avoid italics, underlines, shadows, and reverses.
- Avoid vertical and horizontal lines, pictures, and graphics.
- Use bold face type and/or all capital letters for section headings.
- Use standard typefaces such as Arial, Courier, Helvetica, New Century Schoolbook, Times, and Univers.
- Use a font size of 11 to 13 points.
- Do not fold or staple, or paperclip.
- Provide a laser printer original. Do not send copies.
- Keep length to a maximum of one page for recent graduates if possible, but education graduates sometimes need two pages.
- Use jargon and acronyms specific to your industry.
- Use white or off-white paper.
- Be careful of using bullets, as certain systems may not be able to scan these.
- Do not use abbreviations.

KEYWORDS:

Keywords are phrases that highlight technical and professional areas of expertise, industry-related jargon, projects, etc. How do you identify keywords? The Occupational Outlook Handbook, employment ads, employer websites, and trade journals are all sources for keywords. Here are some examples:

Example Keywords – Field Jargon

- Use area of study (Social Science, Math, etc.)
- IEP, REI, RtI
- Common Core Standards
- Highly Qualified
- Extra-curricular
- Technology
- Curriculum
- Multicultural

INTERNET JOB POSTING RESOURCES

Many employers are advertising their job openings on job sites. The following is a list of popular job databases and web addresses.

Academic Employment Network

www.academploy.com

K-12, community college & university positions listed

Illinois Association of School Administrators

www.iasaedu.org

Jobs in education in the state of Illinois

St. Clair County ROE

www.stclair.k12.il.us

Great Schools

www.greatschools.net

Monroe/Randolph ROE

www.monroe.k12.il.us/roe

Clinton/Marion/Washington ROE

www.roe13.k12.il.us

Transitions Abroad

www.transitionsabroad.com

Teach K-12 in a foreign country

Illinois State Board of Education

www.isbe.net (education vacancies)

Resource for education position openings and resources

Missouri Teaching Jobs

www.successlink.org/jobs

Public school positions only

Madison County ROE

www.madison.k12.il.us

Education Placement Service

<http://www.teacherjobs.com>

Free search and résumé posting

Cook County ROE

<http://www.cook.k12.il.us/>

Chronicle of Higher Education

<http://chronicle.com/jobs/>

Higher Education Jobs

www.higheredjobs.com

Current vacancies in higher education

Missouri REAP INTRODUCTION

The Regional Education Applicant Placement (REAP) program is a free online placement service specifically designed by college career officers and educational human resources directors to create a more efficient networking system for new education graduates and experienced professionals.

REAP is the easiest, quickest, and most efficient way for job seekers in the field of education to get their name in front of Human Resources personnel from Cooperating School District members representing several hundred schools in St. Louis, Missouri and surrounding areas.

REAP saves you time and expands your opportunities. Simply complete the Online Application at any time. Then, rather than spending hours and hours driving around town to individual districts and schools, just click the mouse! Instantly, your résumé, career preferences, and other pertinent information will be at the fingertips of Human Resources directors throughout the region.

It takes time to save time! Completing the application takes some time – up to two hours or more – but you do not have to finish the application all at one time. You can stop at any point during the process and return to your work at a later time. It will save you time in the future since you do not have to repeat the process for each new job opening. Just one application reaches all the full-member districts. So take your time, and be sure to be thoughtful, complete, and accurate in your answers.

Ready to start? Missouri REAP can be accessed at <http://www.moreap.net/>.



INTERVIEWS

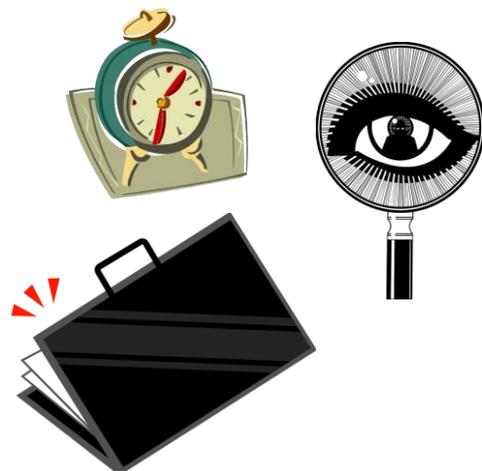
The interview is the most important part of the job search. It is usually the last and most decisive part of your campaign for a good job. Initial contacts by letter and résumé, by telephone, or in person are necessary components of the job search, but it is the interview that is usually the determining factor.

The interview is your chance to learn more about the district/organization, and it is the district's/organization's opportunity to assess your potential as an employee. Overall, here are the qualities that interviewers are looking for:

- **Personality:** genuineness, self-confidence, honesty
- **Communication Skills:** clear answers, good listening skills, poise
- **Reactions:** alertness, spontaneity, intelligent and relevant responses
- **Energy Level:** enthusiasm, appropriate eagerness
- **Maturity:** expression of career goals, self-awareness, appropriate seriousness/use of humor
- **Motivation:** willingness to learn, interest in the position
- **Compatibility:** ability to get along with others, sensitivity to others
- **Preparation:** knowledge of school district and position, thoughtful responses

INTERVIEW TIPS

- ✓ Dress professionally, in a suit
- ✓ Organize your materials in a padfolio
- ✓ Bring copies of your résumé, business cards, and supporting materials
- ✓ Arrive early (but only 5 minutes early to the interviewer's office)
- ✓ Display proper behavior the minute you arrive in the parking lot
- ✓ Take time to use restroom and check your hair, makeup, etc.
- ✓ Have a good, strong handshake
- ✓ Maintain eye contact
- ✓ Be friendly, relaxed, and respectful
- ✓ Be yourself and tell stories
- ✓ Use the interviewer's name
- ✓ Accentuate your skills
- ✓ Do not monopolize the conversation
- ✓ Smile when appropriate
- ✓ Maintain good posture
- ✓ Ask questions to show interest
- ✓ Control nervous mannerisms
- ✓ Immediately send a thank you letter



PREPARING FOR AN INTERVIEW

Now that you know the basics, for a successful interview process, follow these specific steps:

- 1. Send your résumé, cover letter, and any other requested materials to the school** - Career Services can help you to prepare these materials.
- 2. Consider creating a Portfolio** - To make you stand out, consider creating an electronic portfolio (e.g. PowerPoint) to send to the recruiter before the interview, or assemble an organized portfolio in a binder that is both professional looking and easily viewed. Some items to include are:
 - A current copy of your résumé on high-quality paper and an official transcript.
 - Lesson plan samples from different classes and subject areas.
 - Photos from bulletin boards or creative classroom activities.
 - Reference letters from your faculty and supervisors.
 - Honor Society and awards certificates.
- 3. Practice your interviewing skills** - Career Services conducts mock interviews by appointment, and you could also ask someone you trust to ask questions and critique you. It is also helpful to write down answers to sample questions that you may have a difficult time answering and then practice giving a response.
- 4. Research the school prior to interviewing** - Valuable information can be found on a school's website. Have three to five good questions to ask the interviewer that relate to the school, based on preliminary research that you have conducted.
- 5. Acquire appropriate interview clothing** - Appropriate professional business attire is required. For men, a conservative suit and tie will be expected. For women, a skirt or pants suit is expected. Conservative accessories, light or no cologne, and polished dress shoes will complete your professional image.
- 6. Practice appropriate behavior during the interview** - Be on time, smile, be calm and confident, be prepared, give complete answers, speak clearly, show enthusiasm, make good eye contact, have a firm handshake, use good posture, and show interested body language.
- 7. Send a thank you letter or note** - This letter/note is used to express appreciation for the interviewer's time and to strengthen your candidacy.

COMMON INTERVIEW QUESTIONS

In general for an interview, know yourself--both your **strengths** and your **weaknesses**. Be prepared to emphasize your strong points, such as: achievements and honors, skills and training, and reliability. Also, be prepared to account for your weaknesses, such as: low GPA, lack of work experience or no experience in the specific field, a bad reference or record of some kind, or a time gap on your résumé. Use examples from class projects, activities, volunteer service, sports, internships, and part-time jobs. The superintendent/principal may ask general questions to expand on your résumé or to get to know you, as well as behavioral interview questions to see how you have handled situations in the past.

TEACHER INTERVIEW GUIDELINES

To successfully prepare for an interview, it is advisable to formulate answers to anticipated questions. The following response listing is divided into five areas: (A) personal opinions and background, (B) education and experience, (C) ability to get along with others, (D) the teaching-learning process, and (E) classroom control.



A. Personal Opinions and Background

- Why do you want to teach?
- What gives you the most satisfaction as a teacher?
- Why do you want to teach in this district or community?
- What is/are the most important characteristic(s) of the successful teacher?
- What do you expect of your students?
- What is the most important contribution you can make to your students?
- Do you accept the responsibility of being a good example?
- What can you contribute to the profession?
- Tell me about your personal background.
- What are your hobbies and interests?
- What are your professional plans or goals?
- What is your philosophy of education?
- Why do you think you will be a successful teacher?
- What are your strongest traits? Your weakest traits?
- Why should we employ you?
- How would you prefer to be evaluated?
- What is your attitude toward extra-duty activities?
- Are you willing to teach at any school in the district?
- What do you believe to be the greatest problem facing American public education?
- What is your impression of today's youth?
- What information do you have about the district?
- Where do you hope to be in 5 (10) years?

B. Education and Experience

- What subjects are you qualified and/or certified to teach?
- Why did you choose your particular area of preparation?
- Do you believe that your university has prepared you for teaching?
- Name and evaluate two professional books that you have read within the last six months.
- What kinds of experiences have you had which will be of help when you begin teaching?
- Do you have experience with disadvantaged or minority group students?
- Tell me about your student teaching or previous teaching experience.
- How do you evaluate yourself as a teacher?
- What do you have to offer that no other candidate has?
- Why are you leaving your present position?
- Why should we hire you?
- What are your teaching strengths?
- In what areas do you need to grow?

C. Ability to Get Along with Others

- Do you get along well with most people?
- What quality in other people is most important to you?
- Would you enjoy team teaching?
- Describe your perception of your relationship with the building administration.
- What are your attitudes toward supervision?
- What techniques do you use in developing rapport with students?
- What evidence can you provide that you can establish a good working relationship with students in the age group you will be teaching?

D. The Teaching-Learning Process

- How do you handle curricular content in classes with many levels of ability?
- Are you prepared to individualize instruction? How would you do that?
- What do you consider to be the ideal learning environment?
- Describe the role of the teacher in the learning process.
- What can you do to improve learning opportunities in your particular area?
- What teaching techniques are effective for you?
- What are the major problems that you face in the classroom?
- How would you organize and what would you include in a unit lesson plan?
- How do you expect to motivate students?
- How will your teaching benefit students?
- How will you start your class the first day?
- What would I see if I came into your classroom while you were teaching reading?
- You have a student who cannot read. How would you go about helping this child?
- What materials do you need to teach your subject?
- Do parents have a place in your instructional program?
- How do you inform parents of their child's progress in grades and daily learning?
- How do you incorporate your teaching philosophy into your daily instruction?
- Describe an effective teacher.

E. Classroom Control

- What is your philosophy of discipline?
- How would you handle discipline problems?
- Can you maintain good classroom discipline?
- Do you anticipate any difficulty in classroom control?
- How successful have you been in your previous experience in maintaining good discipline?
- What procedures work best for you in maintaining discipline?
- What type of classroom atmosphere would you establish to prevent discipline problems?
- Why do students misbehave?
- Who is responsible for discipline? In the classroom? In the entire school?
- What people will you look to for help if there is a problem?
- Please describe some of your classroom rules.

ADMINISTRATOR INTERVIEW QUESTIONS

Management & Leadership:

- What do you believe is your greatest strength as an administrator?
- How would you address a teacher receiving poor evaluations?
- How do you plan to motivate your staff?
- Define your leadership style.
- How will you administer hiring and firing within your school/district?
- What is your approach to student disciplinary issues? How will you handle them?
- What is your experience in property management, and how will you manage school grounds and building maintenance?

Programming & Community-Building:

- How do you plan to implement new programs at your school?
- In what ways will you integrate and promote character education in school programs?
- How do you plan to include parents in student education and school activities?
- What do you believe creates a positive rapport among students, administrators, and teachers? How will you achieve this?
- How will you integrate special education students into the school community?

Academics:

- What will you implement in order to meet and exceed standards set forth by NCLB? How will you motivate teachers and students to perform well under these regulations?
- How does your philosophy of education compare to the school's mission and structure?
- What methods do you believe strengthen the academic improvement of IEP and special education students?
- Have you had experience with a home-bound education program? If so, explain. If not, what do you know about implementing such programs?
- How will you implement RtI and common core standards?

BEHAVIOR-BASED QUESTIONS

These questions are a common way for interviewers to learn more about how you act and react in different situations, more specifically to determine how you generally communicate, solve problems, and apply knowledge. These are important questions to answer well. Here are a few helpful hints and strategies for answering these questions:

Helpful Tips:

- These questions usually begin with “Tell me about a time when...”
- When answering these questions, you want to keep in mind what the purpose of the question is...communication style, ability to problem-solve, how you apply knowledge, if you learn from mistakes, etc. Answer the question in a way that sells these qualities.
- Remember **STAR** – Situation, Task, Action, Result – Use the acronym to organize your answer and to cover all key characteristics the interviewer is listening for, as it applies to your performance in the job for which you are interviewing.
- Before an interview, brainstorm five to six **STAR** stories that demonstrate strong communication skills, initiative, effective problem-solving, knowledge, learning, and success. This will cover many of the behavior-based questions that you might be asked.

Sample Behavior-Based Questions in Education:

Tell me about a time when...

- An angry parent contacted you.
- A student was struggling.
- A disruptive student would not focus in class.
- A staff member was not following school guidelines.
- You witnessed a fight on campus.
- You made a mistake on the job.
- You had to communicate with a colleague who had a difficult personality.
- Your class average on a test was failing.
- Your leadership solved a problem and resulted in success.
- You contributed to the development of youth outside of the classroom.
- You discovered that a child had an unhealthy home life that was affecting him/her academically and socially.
- Addressed the public through the media about a controversial topic concerning your school/students.
- Had to remediate a teacher.
- Formally acknowledged the success of others.



Curriculum

- Give an example of a national, state, or common core standard in your field and how you have taught a lesson incorporating that standard.
- How have you supplemented the textbook in your classroom?

Planning/Methods

- Describe the steps of teaching a class for a one-hour time period.
- Which methods do you most frequently employ in teaching?
- Describe any project or group work that has been successful with students.
- How have you prepared students for standardized tests?

Student Motivation

- What kinds of stressors do today's students face, and how have you helped them cope with their concerns?
- How have you met the needs of gifted, talented, or advanced students in your classes?
- How have you helped at-risk students achieve academic success in your classes?

Assessment and Management

- Explain your grading scale to me as though you were explaining it to your class.
- Explain your classroom management plan to me as though you were explaining it to your students.
- Describe a time when your authority was challenged or a class rule was broken, and how you reacted.

Communication and Professionalism

- How have you communicated long-range plans to students and parents?
- How have you stayed current in your subject matter and the field of teaching?

This page was adapted for use from the Kappa Delta Pi Record.

ILLEGAL INTERVIEW QUESTIONS

Federal law protects job applicants from questions that might be used to discriminate against them. Interview questions should only be directly related to the duties of the job for which the applicant is applying. Illegal questions could include any about race, age, religion, marital status, family planning, sexual orientation, etc.

If asked these questions, try to direct the conversation toward your skills and abilities. The following questions will give you some ideas for tactful ways to approach sticky questions:

1. Do you have plans for marriage and a family? (Gender Discrimination)
 - “I am definitely committed to this school and am able to handle all of the job’s responsibilities.”
2. How old are you? (Age Discrimination)
 - If you are a recent graduate: “Because of my age, I feel that I have fresh and exciting ideas to bring to the district!”
 - If you have been in the workforce for a while: “I feel that my age is an advantage, in terms of the broad experiences I have gained and can bring to this position.”
3. What is your ethnic background? (Racial Discrimination)
 - “I am very proud of my roots, but regardless of my ethnic background, I truly believe that I have the abilities and skills to qualify me for this position.”
4. What religion do you practice? (Religious Discrimination)
 - “I make it a practice not to involve my religious beliefs in my work.”

If you have further concern or questions, contact Career Services.



QUESTIONS TO ASK AN INTERVIEWER

Be prepared to ask pertinent and intelligent questions. You need to ask questions not only to indicate your interest and knowledge, but also to determine if the position is one you want.

Instructional/Management Strategies

- How is the curriculum set up here?
- Tell me about teaching evaluations.
- How are administrators evaluated?
- How does the administration work with teachers to improve instruction?
- Do all administrators have classroom experience that they use to evaluate programs, curriculum, and teachers?
- Are there school psychologists, counselors, or public agencies who help students, teachers, and administrators?
- What types of media resources are available?
- How is the budget for this academic program developed?

Staff/Students/Community

- How would you describe the typical professional staff member in this district?
- What professional skills do you expect of the person you hire?
- Does the staff spend time together outside of normal school hours?
- How active are teachers and administrators in working with community organizations?
- How involved are parents in school activities?
- How do administrators monitor school activities?

Extracurricular Responsibilities

- What is the budget for this activity?
- What does the community expect of activity sponsors?
- Are there auxiliary groups involved in the activity?
- Are there fundraising requirements that are part of this activity?
- May I have a copy of this year's activity calendar?
- Are other faculty members also assigned to this activity?

Adapted from "The Job Search Handbook for Educators"

CAREER FAIR TIPS

There are a few main reasons schools attend career fairs. They want to increase awareness of their district by distributing their literature, to make contacts with candidates who may be a good fit for their school, to obtain résumés for potential openings in the near future, and to fill current position openings within their district. Candidates need to do all they can to make a positive first impression.

Some recruiters now, however, are not accepting résumés at career fairs and, instead, are directing students to apply online. If this is the case, you should take advantage of the opportunity to get your questions answered. You can get valuable information about the application process, employment needs, the district's culture, and more.

Instead of distributing résumés, you may also consider creating and handing out business cards—complete with name; school; contact information; major; and highlights of academics, activities, or experiences. Handing out business cards can make a good impression on a school, and it allows the recruiter to make notes about you on the back of the card.

Attending a career fair is definitely an opportunity to network and to make a memorable first impression. Below are some before, during, and after tips:

BEFORE CAREER FAIR

- Understand your goals by asking yourself why you are going and what you hope to achieve, and then begin to prepare so that these goals can be met. Do you want to gain more information about certain districts or find a full-time position?
- Obtain a list of districts attending the career fair from the Career Services webpage. After deciding which ones you may want to speak with, go to their webpage to learn more about them. You do not need to know everything about a district at this point, but some knowledge of their schools will help you stand out in a positive way.
- Prepare or update your résumé, and then have it critiqued by Career Services; you might want to customize your résumé to certain schools.
- Prepare a one-minute “commercial” about yourself. Introduce yourself, demonstrate knowledge about the school district, express your sincere interest in the district, and let the recruiter know what you can offer them (e.g. field experience, activities, leadership roles, internships, relevant work experience). Make sure to also ask them some questions about their district. Be aware that you might have to adjust what you say based on how busy the fair is at that time. BE FLEXIBLE!
- Obtain a nice padfolio, paper, and pen that you can take with you to the fair.

DURING CAREER FAIR

- Wear professional clothes! For women this includes a skirt suit that is not too short or a pants suit. The blouse should be a neutral color and one that is not low cut. Men should wear a suit with a white dress shirt and conservative tie. Dark colors are best for suits. Make sure your shoes are shiny and not scuffed. Don't wear too much jewelry or perfume, and make sure nails are neatly manicured. Please see the "Interview Clothing" section of this guide for more information on this area.
- Take several copies of your résumé on quality paper with you, along with a nice padfolio, paper, and pen. Consider handing out business cards if they don't take résumés. Try to leave backpacks and other unnecessary items somewhere, and hang your coat if space allows.
- Nonverbal communication can speak a thousand words. When visiting tables, look professional, have a firm handshake for each recruiter, use good eye contact, stand up straight, and avoid distracting movements such as wringing your hands, rocking back and forth, or playing with your hair. Make sure to also smile! Your tone of voice should be enthusiastic, but pleasant and conversational.
- Present your "commercial" to the recruiter, highlighting your skills and experience. Show why you would be the best candidate, let him/her know you are knowledgeable of the school district through what you say and questions you ask, and answer his/her questions with a good response. Obtain his/her business card and materials, ask about the time frame for hiring and how you can follow up about openings. Ask if he/she is the contact person for the positions.
- Take short breaks to write down important information about the districts/organizations.

AFTER CAREER FAIR

- Thoroughly read the information you have collected and review notes you made.
- Follow up with districts/organizations in which you are interested through e-mails, phone calls, or letters. Make sure to submit any necessary applications in a timely manner.

SAMPLE QUESTIONS TO ASK EMPLOYERS

1. What advice would you offer to someone who wants to work for your district?
2. What qualifications are you seeking in new employees?
3. Can you tell me a little about your class sizes and structures?
4. What is the discipline like in your schools?
5. How is technology utilized in your district?
6. How do your schools incorporate RtI and common core standards?
7. How can I receive further consideration for the positions you have described?
8. When do you expect to fill the available positions?
9. Can I provide you with any additional information?

INTERVIEW CLOTHING

Research shows that it only takes six seconds or less for someone to make a decision about what type of person you are, and if you could be a good fit for their school district. This decision can be made before you even speak! It is for this reason that your attire needs to be considered a crucial part of the interviewing process. Below are guidelines for appropriate attire, accessories, and grooming habits:

INTERVIEW CLOTHING FOR MEN

Suits - A suit should be worn for all interviews, unless instructed otherwise. The suit should be a dark color, such as black, pinstripe, navy blue, or dark gray, and should be conservative instead of trendy. A suit makes a much better impression than a dress shirt and pants, and is something that will last well into your career. Make sure that the suit fits properly; for example, the sleeves should come to the top of your wrist, the material should fit properly in the shoulders and around the neck, and the pants should just touch the top of your dress shoes. Most department stores will give guidance in this area.

Ties - Conservative is the key word. Do not wear anything with bright colors or wild patterns on them. A tie with a small print or conservative stripes that matches the suit is ideal.

Shirts - A long-sleeved white shirt should be worn under the suit, and it should fit properly in the shoulders and neck.

Shoes, Socks, and Belts - Shoes should be a dark color, depending on the color of the suit, and should also be conservative. Trendy shoes should be avoided, such as ones with buckles on them and ones made out of suede. Shoes should be freshly shined and not scuffed! Dress socks should be dark in color and should match the suit. These include colors such as black, navy blue, and dark gray. White socks should never be worn. A black or brown belt should be worn, depending on the suit color.

Jewelry - Earrings, bracelets, neck chains, or any type of body rings such as tongue rings or eyebrow rings should not be worn. Men can wear a wedding band and class ring, as long as it is limited to one ring per hand. A nice watch is also acceptable.

Grooming - Hair, facial hair, and nails should be short, clean, and neatly trimmed. Be aware that some employers do not allow any type of facial hair.

Miscellaneous - Clothes should be clean and neatly pressed. Avoid wearing cologne or aftershave. Try to keep tattoos covered at all times. Do not chew gum. Do not have the odor of cigarette smoke on your clothes and/or body.

INTERVIEW CLOTHING FOR WOMEN

Suits - A conservative skirt or pants suit is considered appropriate business attire for interviews, and **should always be worn** unless otherwise instructed by the interviewer. Dark colors such as black, navy blue, dark brown, and dark gray are best. Do not wear a trendy or low-cut suit! The skirt length should be at or slightly above the knee, and one that is shorter is considered inappropriate as business interviewing attire.

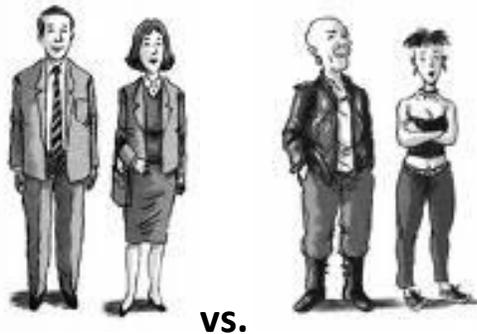
Blouses - A blouse that is white, ivory, or a dark color that matches the suit is best. Bright colors and bright stripes should be avoided. Long sleeves are best if the jacket might be taken off, and the blouse should have a modest neckline.

Shoes and Pantyhose - Shoes should be black, navy blue, or dark brown, and should match the suit. Trendy shoes should be avoided, as should ones that are open-toed or open-back. Flats should not be worn, but heels should not be longer than two-and-a-half inches. Shoes should be freshly shined and not scuffed! Pantyhose should closely match the color of your skin tone.

Accessories - Minimal jewelry should be worn. One pair of earrings, a simple chain and bracelet, a nice watch, and one ring per hand are acceptable. Any other type of body ring, such as a nose ring, eyebrow ring, or tongue ring should not be worn! A lapel pin or neck scarf can also be worn, as long as it matches the suit and is a subtle color. However, do not wear any accessory that will draw negative attention to you or make you look unprofessional.

Grooming - Hair should be clean, neatly trimmed, and out of your face. Make certain not to wear heavy makeup; avoid bright and dark colors as well. Again, you do not want to attract too much attention to yourself. Nails should also be clean and trimmed; nail polish is acceptable as long as the polish is a subtle color and is not chipped.

Miscellaneous - Clothes should be clean and pressed. Avoid wearing perfume/cologne. Try to keep tattoos covered at all times. Do not chew gum! Do not have the odor of cigarette smoke on your clothes and/or body.



THANK YOU LETTERS

The thank you letter is used to establish goodwill, express appreciation, and strengthen your candidacy. When used to follow up on employment interviews, thank you letters should be addressed to the same person that sent you an application, as well as to your interviewers. These letters follow the same format as the cover letter, and should include the following information:

Return Address

City, State and Zip Code

Current Date

[3 or 4 returns]

Superintendent/Principal's Name

Title

Name of School or District

Street Address, P.O. Box or Building

City, State and Zip Code

[2 returns]

Dear (Mr., Ms., Dr.) last name:

[2 returns]

Paragraph 1: Express your sincere appreciation for the opportunity to interview, and reiterate your interest in the position. Also, re-emphasize your strongest qualifications. *[2 returns]*

Paragraph 2: Provide supplemental information not previously given through your résumé or interview that may help you attain the position. Also, draw attention to the good match between your qualifications and the job requirements. Express your thanks again for the interview. *[2 returns]*

Sincerely,

[3 or 4 returns between closing and typed name]

(Your signature)

Your typed name

(After you have accepted a position, make sure to also send a letter of appreciation, following this same general format, to everyone who assisted you in your job search, granted you informational interviews, or served as a reference.)

JOB ACCEPTANCE LETTERS

A job acceptance letter is used to formally show that you have accepted a position. Many companies require such a letter for your file. These letters follow the same format as the cover letter. Below is an example job acceptance letter:

6789 Main Street
Lebanon, IL 62254
August 1, 2012

Mr. Terry Grapp
Principal
Quality School
792 Star Street
St. Louis, MO 67890

Dear Mr. Grapp:

This letter will serve as my formal acceptance of your offer to join the Quality School as a 2nd-grade teacher. I appreciate this position offer and am excited to begin service with your school.

A two-week notice has been given to my current employer, so therefore I will begin work with Quality School on August 15, 2012, as we agreed. Please let me know if there is anything you need me to complete or participate in before my start date.

Mr. Grapp, you and the rest of the staff have been very helpful and professional during this process. I look forward to joining the team and accepting the challenges that this position will bring. Thank you for all of the assistance you have given me.

Sincerely,

Ava M. Richards

Ava M. Richards

HELP FROM CAREER SERVICES

Along with offering you a wealth of information through this guide, Career Services has other ways to assist you in your job search and in interviewing. These services include:

- **Résumé and Cover Letter Help:** We can assist you in writing your résumé and cover letter by giving you suggestions and proofreading.
- **Mock Interviews:** In our office, we offer mock interviews to help prepare you for your real interviews. We will go over interview tips and etiquette. In addition, we will ask you questions that you may be asked in an interview, as well as give you a critique of your answers to help you perfect your interview strategy.
- **Drop-in Sessions:** We will occasionally set up a table in the Piper Lobby to offer students and alumni our services. Topics include résumés, cover letters, interviewing, career fairs, and graduate school, among others.
- **Classroom Presentations:** Your faculty members can contact us to do a presentation for your class. Some of these presentations include: “Seal the Deal! Effective Interviewing Strategies,” “Network Your Way To a Job,” “Crash Course in Job Hunting,” and “Catapult Your Candidacy.”
- **Career Fairs:** Career Services holds a Career and Internship Fair every February in the Hett. In addition, we co-sponsor career fairs throughout the year, including an Education Career Fair.
- **Mentoring Program:** On College Central Network (CCN), you can register for our mentoring program and connect with a McKendree alumnus in your field. You may set up an informational (or networking) interview with him/her to discuss the job search, interview tips, job shadowing, further career development, and more.

Opportunity + Training + Initiative = Success