



CAREER SERVICES

McKENDREE UNIVERSITY

EDUCATION JOB SEARCH GUIDE

Jennifer Pickerell, M.A.

Director

618.537.6806

jpickerell@mckendree.edu

Danielle Powers

Assistant Director

618.537.6805

dapowers@mckendree.edu

www.mckendree.edu/careerservices



McK Careers



McKendree University Career Services



McK Careers services



McKendree University Career Services

1	BEGINNING A JOB SEARCH IN EDUCATION
2	NETWORKING
3	DESIGNING A RÉSUMÉ
4	TRANSFERABLE SKILLS CHECKLIST
7	BASIC CONTENTS OF AN EDUCATION RÉSUMÉ
8	ALTERNATIVE HEADINGS
9	WHAT MAKES ME DIFFERENT
10	ACTION VERBS
13	EXAMPLE RÉSUMÉS
29	RÉSUMÉ CHECKLIST
30	REFERENCE PAGE
31	COVER LETTERS
35	INTERNET JOB POSTING RESOURCES
36	REAP INTRODUCTION
37	INTERVIEWS
38	PREPARING FOR AN INTERVIEW
39	COMMON INTERVIEW QUESTIONS
42	BEHAVIOR-BASED QUESTIONS
44	ILLEGAL INTERVIEW QUESTIONS
45	CAREER FAIR TIPS
47	INTERVIEW ATTIRE
48	THANK YOU LETTERS
49	JOB ACCEPTANCE LETTERS

TABLE OF CONTENTS

BEGINNING A JOB SEARCH IN EDUCATION



- 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.
- 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 for January start dates. Maternity leave, medical leave, retirement, non-renewed contracts, and other circumstances impact vacancies.
- Find out about posted openings** through individual school, district, or state websites, as well as the Handshake online system through McKendree's Career Services.
- Get organized.** Make an electronic 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.
- Utilize Career Services** for education career fairs, workshops, job postings, résumé/cover letter critiques, and mock interviews. Join our social media pages for tips.
- 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, it can connect you with people in the field. Use this opportunity to also find references.
- 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 license requirements, as well as more northern and southern parts of Illinois in your search. Many areas have a large market for good teachers, so be willing to look out of the state as well.
- Create experiences for yourself.** Do not depend on unique experience 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!
- 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

1. Get involved – Keep gaining work experience through a part-time job, volunteer in the community, and get to know people in the districts where you are doing your field experiences. Join professional organizations related to your major if student membership is allowed. Consider joining professional networking websites like LinkedIn, and remember to keep social networking pages 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 student business card and a 30-second "commercial" – Be prepared to talk about yourself. Apply yourself to the industry, but do not 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.



Networking is connecting with people in your field to gain information about your career field and to assist you in your career development.

6. Stay in touch – Be sure to connect with new contacts in the future. Do not 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 – Do not target one person, but also do not 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.

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

Always send a cover letter 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
- Do not add graphics or pictures
- Highlight skills and abilities
- Include marketable, relevant data
- Tailor résumé to specific qualifications
- Put your information in order of interest to your reader
- Minimize personal information
- Be consistent with format
- Know your audience
- Make your resume graphically pleasing
- Feel free to go onto two pages because of your field experiences
- Make your résumé easy to scan (don't assume the employer will take time to read every last word)
- Generally, margins are one 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 and how they can be applied in a specific work environment.



Use the following checklist to help you pinpoint some of your transferable skills.

COMMUNICATION SKILLS

- | | |
|--|---|
| <ul style="list-style-type: none"> • speaking effectively • writing clearly and concisely • listening attentively and objectively • expressing ideas • facilitating group discussion • interviewing • editing • responding appropriately to +/- feedback • using various media to present ideas imaginatively | <ul style="list-style-type: none"> • providing appropriate feedback • negotiating • perceiving nonverbal messages • persuading • reporting information • describing feelings • public speaking • using various styles of written communication • conveying a positive self-image to others |
|--|---|

RESEARCH/PLANNING/INVESTIGATION

- | | |
|---|--|
| <ul style="list-style-type: none"> • forecasting/predicting • creating ideas • identifying problems • imagining alternatives • identifying resources • gathering information • solving problems • setting goals • extracting important information | <ul style="list-style-type: none"> • analyzing • developing evaluation strategies • testing validity of data • designing an experiment or model • formulating questions • making conclusions • conceptualizing • observing and discovering • defining needs |
|---|--|

HUMAN RELATIONS/INTERPERSONAL

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

WORK SURVIVAL

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

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

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

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



BASIC CONTENTS OF AN EDUCATION RÉSUMÉ

- 1 Label the address types, and include a professional email address. You can also add your LinkedIn.
- 2 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.
- 3 Include the following:
Degree
Major
Minor (if applicable)
Endorsement(s) (if applicable)

Graduation month & year
McKendree University, Lebanon, IL
GPA (if 3.0 or above)
License & Area of Concentration

If you do not have your license, write what tests you have passed to date (Basic Skills, Content, etc.) and anticipated date of licensure. You can also add above-average scores here.
- 4 Do not include high school information in this section after earning sophomore status.
- 5 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."

1 **Brooke N. Taylor**
123 Main Street; Collinsville, IL 62234
(618) 123-4567; btaylor@email.com

2 **OBJECTIVE**
Personalize to position and your volunteer capability areas.

3 **EDUCATION**
B.S. Ed. in Elementary Education; May 20xx
Endorsement in Middle School Social Science
McKendree University; Lebanon, IL
GPA: 3.62/4.00

4 **LICENSES**
Professional Educator License, expected June 20xx

5 **HONORS**
President's List (four semesters); Dean's List (four semesters); Phi Alpha Theta History Honor Society; Kappa Delta Pi Education Honor Society

PROFESSIONAL EXPERIENCE
Student Teaching, Grade 5; Spring 20xx
St. Jacob Elementary School; St. Jacob, IL

- Participated in Regular Education Initiative (REI) program
- Adapted lessons based on pre-assessment test results
- Integrated character education into lessons and projects
- 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 III, Grade 4; Fall 20xx
Lebanon Elementary School; Lebanon, IL (indicate hours here)

- 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 II, Grade 5; Spring 20xx
Wolf Branch Elementary School; Swansea, IL (indicate hours here)

- Taught a fractions lesson in Math
- Participated in a collaborative IEP staff meeting
- Administered make-up tests to absent students

6 **Field Experience I,** Grade 6; Fall 20xx
Central Middle School; O'Fallon, IL (indicate hours here)

RELATED EXPERIENCE & VOLUNTEER SERVICE
Little League Softball Coach; Community Cares Volunteer; United Way Volunteer

- 6 You can include information that fit within these headings:
 - **Related Experience:** Coach, Tutor, Camp Counselor, Teacher's Assistant, Sunday School Teacher, and similar titles. Include any experience with children, education, and the community.
 - **Community Activities & Leadership:** Do not include high school information in this section after earning sophomore status, except in certain circumstances.
 - **Extracurricular Activities:** Include any clubs, sports, or groups in which you have participated for a period of time where 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
 Teaching Objective
 Career Objective
 Professional Objective
 Position Desired
 Education
 Endorsements
 Overseas Study
 Honors & Awards
 Academic Honors
 Awards
 Achievements
 Honorary Societies
 Distinctions
 Scholarships
 Experience
 Classroom Experience
 Professional Experience
 International Experience
 Service
 Teaching Experience
 Student Teaching
 Employment
 Field Experiences
 Non-teaching Experiences
 Related Experience
 Internship Experience
 Practicum Experience
 Military Service
 Training
 Professional Leadership
 Activities
 Other Work
 Certificates
 Teaching Certificate(s)
 Coaching Certification
 Special Training
 Licenses

Extracurricular Interests
 Community Service
 Community Activities
 Civic Activities
 Community Involvement
 Interests
 Civic Contributions
 Committee Assignments
 Volunteer Activities
 Coaching Interests
 Other Experiences
 Group Memberships
 Affiliations
 Professional Memberships
 Professional Societies
 Skills
 Computer Skills
 Computer Literacy
 Coaching Skills
 Technical Skills
 Skills & Competencies
 Teaching Skills
 Language Competencies
 Languages
 Areas of Expertise
 Special Skills
 Teaching Strengths
 Language Ability
 Workshops Attended
 Exhibits
 Shows
 Seminar Presentations
 Presentations
 Conference Participation
 Professional Seminars
 Publications
 Related Coursework

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? 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 above. 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.



ACTION VERBS

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

COMMUNICATION/ PEOPLE SKILLS

Addressed	Cultivated	Informed	Promoted
Advertised	Debated	Instigated	Proposed
Advised	Defined	Instructed	Publicized
Advocated	Described	Interacted	Recommended
Arbitrated	Developed	Interpreted	Reconciled
Arranged	Directed	Interviewed	Referred
Articulated	Discussed	Involved	Reinforced
Authored	Displayed	Joined	Renegotiated
Clarified	Drafted	Judged	Reported
Collaborated	Edited	Lectured	Researched
Commented	Elicited	Listened	Resolved
Communicated	Enlisted	Marketed	Responded
Composed	Expedited	Mediated	Sold
Condensed	Explained	Moderated	Solicited
Conferred	Expressed	Motivated	Specified
Consulted	Extrapolated	Negotiated	Spoke
Contacted	Facilitated	Notified	Suggested
Conveyed	Formulated	Observed	Summarized
Convinced	Furnished	Outlined	Synthesized
Corresponded	Guided	Participated	Trained
Counseled	Incorporated	Persuaded	Translated
	Influenced	Presented	Wrote

HELPING SKILLS

Represented	Encouraged
Adapted	Enlisted
Advised	Ensured
Advocated	Expedited
Aided	Facilitated
Answered	Familiarized
Arranged	Fostered
Assisted	Furthered
Brought	Guided
Cared for	Helped
Clarified	Inspired
Coached	Insured
Collaborated	Intervened
Comforted	Mentored
Contributed	Modified
Cooperated	Motivated
Counseled	Performed
Demonstrated	Prevented
Diagnosed	Provided
Educated	Referred
	Rehabilitated

CREATIVE SKILLS

Acted	Drew	Modified
Adapted	Entertained	Molded
Applied	Established	Originated
Began	Evaluated	Perceived
Combined	Fashioned	Performed
Composed	Formed	Photographed
Conceived	Founded	Pinpointed
Conceptualized	Generated	Planned
Condensed	Illustrated	Produced
Created	Initiated	Refined
Customized	Instituted	Revised
Designed	Integrated	Revitalized
Developed	Introduced	Revolutionized
Directed	Invented	Rewrote
Displayed	Modeled	Shaped

FINANCIAL/RECORDS SKILLS

Adjusted	Compared	Invested
Administered	Computed	Listed
Allocated	Condensed	Logged
Analyzed	Conserved	Managed
Appraised	Corrected	Marketed
Assessed	Determined	Maximized
Audited	Developed	Measured
Balanced	Documented	Minimized
Budgeted	Estimated	Monitored
Calculated	Expedited	Planned
Catalogued	Forecasted	
Charted	Formulated	
Classified	Guaranteed	
Collected	Inventoried	

CONTINUED**MANAGEMENT/LEADERSHIP SKILLS**

Achieved	Dispensed	Recruited	Inspected
Administered	Distributed	Rectified	Inspired
Analyzed	Eliminated	Referred	Issued
Appointed	Emphasized	Regulated	Launched
Approved	Encouraged	Rejected	Led
Arranged	Enforced	Reorganized	Managed
Assigned	Enhanced	Replaced	Merged
Attained	Established	Reported	Motivated
Authorized	Evaluated	Represented	Obtained
Chaired	Executed	Restored	Offered
Completed	Founded	Revamped	Opened
Conceived	Generated	Routed	Ordered
Considered	Governed	Scheduled	Organized
Contracted	Handled	Secured	Originated
Controlled	Headed	Selected	Overhauled
Converted	Hired	Spearheaded	Oversaw
Coordinated	Hosted	Streamlined	Planned
Decentralized	Implemented	Strengthened	Prescribed
Decided	Improved	Supervised	Prioritized
Delegated	Incorporated	Supplied	Produced
Determined	Increased	Terminated	Provided
Directed	Initiated	United	Recommended

TECHNICAL SKILLS

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

MANUAL SKILLS

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

PLANNING SKILLS

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

TEACHING SKILLS

Adapted	Individualized
Advised	Informed
Clarified	Instilled
Coached	Instructed
Communicated	Invited
Conducted	Lectured
Critiqued	Motivated
Defined	Persuaded
Demonstrated	Represented
Developed	Set
Enabled	goals
Encouraged	Stimulated
Evaluated	Taught
Explained	Tested
Facilitated	Trained
Focused	Tutored
Guided	Updated

CONTINUED

ORGANIZATIONAL/ CLERICAL SKILLS

Activated	Generated	Streamlined
Altered	Implemented	Submitted
Approved	Incorporated	Systematized
Arranged	Inspected	Updated
Assembled	Listed	Validated
Catalogued	Logged	Verified
Categorized	Maintained	Published
Charted	Monitored	Purchased
Classified	Observed	Recorded
Coded	Obtained	Reduced
Collected	Operated	Registered
Compiled	Ordered	Reserved
Corrected	Organized	Responded
Corresponded	Overhauled	Retrieved
Distributed	Prepared	Reviewed
Edited	Processed	Routed
Estimated	Proofread	Scheduled
Executed	Provided	Screened

RESEARCH SKILLS

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



EXAMPLE RÉSUMÉS

Carter R. Smith

123 First Street; Lebanon, IL 62254
618.537.1234; csmith@email.com

OBJECTIVE

Be specific to position and clubs/sports interest (some districts want this section and other districts do not)

EDUCATION

Bachelor of Science in Education

Major in Elementary Education
GPA 3.3/4.0

May 20xx

McKendree University, Lebanon, IL

HONORS/ORGANIZATIONS

Presidential Scholarship (four years); Alpha Phi Omega service organization, Chi Omega Chapter

PROFESSIONAL EXPERIENCE

Student Teaching

First Grade

Spring 20xx

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
- Gained experience with Response to Intervention (RtI), including planning of RtI time in regular classroom, administering RtI assessments in reading, and grading assessments
- Adapted lessons for an ESL student and three IEP students
- Planned a first grade play with other grade level teachers

Field Practicum III

Fourth Grade, 60 hours

Fall 20xx

Union Grade School, Belleville, IL

- Facilitated small groups in reading and social studies projects
- Helped administer standardized tests
- Observed textbook selection committee

Field Practicum II

Kindergarten, 50 hours

Spring 20xx

Single Hill School, Belleville, IL

- Three to five bulleted descriptions, showcasing your experience and skills

Field Practicum I

Second Grade, 40 hours

Fall 20xx

Belle Valley South School, Belleville, IL

- Three to five bulleted descriptions, showcasing your experience and skills

RELATED EXPERIENCE

Volunteer Volleyball Coach

Sixth to Eighth Grade

Fall 20xx-20xx

St. Henry Grade School, Belleville, IL

Volunteer Tutor

Sixth to Eighth Grade

Fall 20xx - Spring 20xx

Belle Valley South, Belleville, IL

Allen D. Koester

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

EDUCATION

Illinois Secondary Education License, May 20xx

Endorsement in English Language Arts

McKendree University; Lebanon, IL

GPA of 4.00/4.00; President's List and Dean's List

Bachelor of Business Administration in Marketing

McKendree University; Lebanon, IL

TEACHING EXPERIENCE

Student Teacher, Grades 9 - 11, Spring 20xx

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

- Taught American Literature and Advanced Writing Skills
- Utilized and integrated hands-on internet research
- Facilitated learning through cooperative learning groups
- Attended and participated in all team meetings and professional institutes
- Assisted with ISAT testing prep sessions and administration
- Volunteered as Assistant Coach for the women's track team

Field Practicum III, Grades 9 - 10, Fall 20xx (60 hours)

Belleville Township High School East; Belleville, IL

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

Field Practicum II, Grades 7 - 8, Spring 20xx (50 hours)

Fulton Junior High School; O'Fallon, IL

- Taught a proper nouns lesson in English
- Assisted in RtI lesson once a week for six weeks
- Administered make-up tests to absent students

Field Practicum I, Grades 9 - 12, Fall 20xx (40 hours)

Althoff Catholic High School; Belleville, IL

RELATED EXPERIENCE

English Tutor, Private Residences; August 20xx - Present

- Tutor junior high students in various levels of English
- Provide students with academic transition assistance into high school

Allen D. Koester

Page Two

Girls on the Run Coach, Collinsville Unit 10 District; Fall 20xx
Sunday School Teacher; May 20xx - August 20xx

TECHNOLOGY SKILLS

Microsoft Word; PowerPoint; SMART Board; Online Grade Book; Excel; SPSS

COMMUNITY SERVICE

Big Brothers Big Sisters Board Member; 20xx - Present
YMCA Board of Directors; 20xx - 20xx
 Young Professionals Group; 20xx - 20xx
United Way of St. Louis, MO; 20xx - 20xx
 Steering Committee; 20xx - 20xx

OTHER EXPERIENCE

Great Concepts; St. Louis, MO
Regional Sales Manager; June 20xx - August 20xx

Creative Group; St. Louis, MO
Sales Manager; January 20xx - June 20xx

Technology Group; Tucker, IL
Assistant Sales Manager; June 20xx - January 20xx

Parker T. Halsey

#2 Highway 50; Lebanon, IL 62254

618.537.5555

phalsey@mail.com

OBJECTIVE

Customize to position and what you can volunteer for at the school (some districts still want this section)

EDUCATION

B.S. in Mathematics, Secondary Education License

December 20xx

McKendree University, Lebanon, IL

Endorsements: Middle School Math and Physical Science

GPA of 3.52/4.00

Passed Illinois License exam and CPR/First Aid Certification

TEACHING EXPERIENCE

Student Teacher, Grades 10 and 11

Fall 20xx

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
- Incorporated various hands-on manipulatives into lessons, such as magnetic fraction tiles and Algebra math stacks

Field Experience, Grades 9 - 12

Spring 20xx

Wesclin High School, Wesclin, IL (60 hours)

- Developed and administered a thematic unit on geometric proofs
- Administered standardized tests and oversaw preparation sessions
- Facilitated cooperative learning groups
- Assisted students with math homework

Field Experience, Grade 9

Fall 20xx

Marie Schaefer Junior High, O'Fallon, IL (50 hours)

- Aided classroom teacher in maintaining a positive learning environment
- Created lesson plans on special interest topics and themes, including one for Pi Day

Field Experience, Grades 10 and 11

Spring 20xx

Lebanon High School and Elementary School, Lebanon, IL (40 hours)

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

MEMBERSHIPS

- National Council of Teachers of Mathematics, 20xx - Present
- Illinois Council of Teachers of Mathematics, 20xx - Present

P. Halsey

Page Two

HONORS

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

COMPUTER SKILLS

Microsoft Word, PowerPoint, and Excel
Aimswab
Grade Sense
Livetext

RELATED EXPERIENCE

Tutor at Private Residence, 20xx - Present
Math Club, 20xx - Present
Campus Ministry Leader, 20xx - Present
Church Youth Leader, 20xx - Present

ACTIVITIES

Spring Leadership Conference, McKendree University, 20xx
Alpha Phi Omega, National Service Fraternity, 20xx - Present
President, Fall 20xx - Present
Vice President of Membership, Fall 20xx - Spring 20xx
McKendree University Men's Basketball Team Student Assistant, 20xx - 20xx

Nicole E. Sparks

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

OBJECTIVE

Customize to position and volunteer areas (some districts still want this section)

EDUCATION

Bachelor of Science in Biology

McKendree University, Lebanon, IL; May 2021

GPA: 3.7/4.0; President's List and Dean's List

FIELD EXPERIENCES

Student Teacher, General Science and Life Science, 9th grade

O'Fallon Township High School, Belleville, IL; Spring 20xx

- Implement various hands-on learning activities in nature
- Serve on the committee for selection of new text materials
- Help Science Club sponsor and participate in club activities
- Assist in planning and chaperoning a student trip to Quetico Parks

Field Practicum III, Biology, 10th - 11th grade

Belleville Township High School West, Belleville, IL; Fall 2020 (60 hours)

- Taught five classes that included lab sections
- Created a lab safety manual for the science department
- Customize based on your experiences, technology skills, etc.

Field Practicum II, Life Science, 7th grade

Belle Valley South School, Belleville, IL; Spring 2020 (50 hours)

- Customize three or four bullets based on your experiences, technology skills, etc.
- Customize three or four bullets based on your experiences, technology skills, etc.

Field Practicum I, Biology I & II, Physiology, 9th-12th grades

Collinsville High School, Collinsville, IL; Fall 2019 (40 hours)

- Customize three or four bullets based on your experiences, technology skills, etc.
- Customize three or four bullets based on your experiences, technology skills, etc.
- Customize three or four bullets based on your experiences, technology skills, etc.

RELATED EXPERIENCE

Summer Camp Counselor

YMCA; Belleville, IL; Summer 20xx - 20xx

- Designed and implemented the Harmony in Nature project for campers
- Created a safe and supportive environment for children
- Encouraged learning and positive 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:

Customize to position and volunteer areas

EDUCATION:

Bachelor of Arts in Music Education

McKendree University

Special Teaching License, Illinois Type 10

May 20xx

Lebanon, IL

GPA 3.5/4.0

MUSIC EXPERIENCE:

McKendree University Concert Band, Marching Band, and Jazz Band; Community Band

CLASSROOM EXPERIENCE:

Teacher Candidate – Student Teaching

Belleville Township High School West

Spring 20xx

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

- Instructed Concert Band and Pep Band
- Led 10 students to superior marks at State Solo and Ensemble Contest

Field Practicum III (60 hours)

O'Fallon High School

Fall 20xx

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 (50 hours)

Shiloh Elementary School

Spring 20xx

Shiloh, IL

- Facilitated learning of music theory through class activities and assessment

Field Practicum I (40 hours)

Highland High School

Fall 20xx

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:

Customize to position and volunteer areas (Some districts still want this section and others do not)

EDUCATION:

M.A.Ed. in Special Education May 20xx
McKendree University, Lebanon, IL
GPA: 4.0/4.0

Bachelor of Arts in Psychology May 20xx
McKendree University, Lebanon, IL
GPA: 3.6/4.0, cum laude

LICENSES:

Illinois Type 10 - Special Teaching License June 20xx
- Endorsement in Reading, LSB1 License

FIELD EXPERIENCE:

Cahokia High School, Cahokia, IL Spring 20xx

- 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 May 20xx - December 20xx

- Evaluated and organized activities used to develop skills of disabled adults
- Supervised 50 adult participants in vocational education
- Created and implemented "I Can" skills improvement incentive program

Intern, Illinois Center for Autism, Fairview Heights, IL Spring 20xx

- 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 20xx

- 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 20xx by Southern Illinois Teacher Association

TEACHING EXPERIENCE

Lincoln School, Palm Springs, IL

August 20xx - 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 a 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 20xx - May 20xx

- 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 special needs children

K. Dreyfuss, page 2**SCHOOL INVOLVEMENT & LEADERSHIP**

- Co-creator of an after-school program incorporating learning and sports skills; 20xx - Present
- District Character Education committee; 20xx - Present
- District Curriculum committee; 20xx - Present
- Coordinator of Homework Club; 20xx - 20xx
- Track Coach; 20xx - 20xx
- Girls Basketball Coach; 20xx - 20xx
- Saturday Detention monitor; 20xx - 20xx
- Geography Bee Facilitator; 20xx - 20xx
- After-School Tutor; 20xx - 20xx
- Representative for Diversity Awareness program in association with Edward Jones; 20xx - 20xx

PROFESSIONAL ACHIEVEMENTS

- Life Membership, Illinois PTA; 20xx
- Selected as a Master Teacher, Governor's Master Teacher Program; 20xx
- "Outstanding Young Educator," Palm Springs Jaycees; 20xx
- Girl Scouts of America Juanita Hill Award for promoting Special Needs Scouting; 20xx
- "Teacher of the Month," Lincoln School; 20xx
- 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*; 20xx

EDUCATION & CERTIFICATION

McKendree University, Lebanon, IL

May 20xx

Master of Arts in Education in Teacher Development

G.P.A. of 3.6/4.0

McKendree University, Lebanon, IL

December 20xx

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 License

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 Bible School Teacher

Samantha M. Taylor

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

OBJECTIVE

Customize to position and volunteer areas (Some districts still want this section)

EDUCATION**Master of Arts in Education - Teaching, May 20xx**

McKendree University, Lebanon, IL
 G.P.A. of 3.80/4.00

Bachelor of Arts in English, May 20xx

McKendree University, Lebanon, IL
 G.P.A. of 3.67/4.00

CERTIFICATES

Illinois Teaching License Type 03, Elementary Education, June 20xx
 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 20xx**

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 assist students in the evening

Clinical Field Experience, Fall 20xx

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 20xx

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 20xx

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; October 20xx - Present**

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

Jr. Church Teacher/Vacation Bible School Teacher; October 20xx - Present

- Interact with pre-kindergarten children up to middle school children
- Teach lessons that integrate many art projects and games

Volunteer Missionary to Honduras; August 20xx

- 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

TECHNOLOGY SKILLS

Excel, Google Docs, Prezi, Promethian boards, SMART Boards, and Short Throw projectors

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 Google Classroom, Meets, and Drive; Pinnacle Grading Software; Interactive Classroom E-learning System (ICES); Microsoft Office Word, Excel, and PowerPoint; SMART Boards

EDUCATION**McKendree University, Lebanon, IL**

M.A.Ed. in Educational Leadership; May 20xx

4.0/4.0 G.P.A.

Illinois Type 75 Administrative License

McKendree University, Lebanon, IL

B.S.Ed. in Elementary Education; May 20xx

3.8/4.0 G.P.A.

Illinois Type 03 Elementary Education License

Endorsement: Language Arts

EXPERIENCE**Best School, Education, IL**

First Grade Teacher; August 20xx - 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
- Implement character education into daily lesson plans
- Planned field trips to the St. Louis City Museum, St. Louis Zoo, Brown's Apple Farm, and Education City Fire Department

C. Hutchinson, page 2**Good School, Education, IL**

Fourth Grade Teacher; August 20xx - May 20xx

- 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
- Created a landscaping project in class 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 20xx - May 20xx

- 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; 20xx - Present

Co-sponsor school-wide "Just Say No" Program; 20xx - Present

District Committee on Character Education; 20xx - Present

Directed kindergarten through Christmas Program for parents; 20xx - 20xx

Textbook Selection committee; 20xx

Sixth-Grade Softball Coach; 20xx - 20xx

Planned and proctored school-wide Spelling Bee; 20xx - 20xx

ACHIEVEMENTS

Presenter at Madison County Teachers' Institute

"F.I.S.H. for Educators: Building Community in Your School;" 20xx

"Work Outside of the Box: Creative Team Teaching;" 20xx

Girl Scouts of America Award for Promoting Special Needs Scouting; 20xx

Outstanding Young Educator Award, Education Unit School District #2; 20xx

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

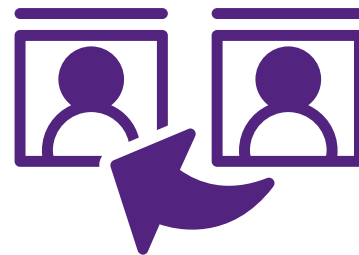
RÉSUMÉ CHECKLIST

- **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 practicums. Just be sure to fill one and one-half pages if you go onto that second page.
- **Is my résumé organized?** Your résumé should be consistent in the areas that are bolded, capitalized, etc., and 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.
- **Do I include results in my bulleted statements?** Readers want to know what you accomplished in your jobs or leadership positions.
- **Is there any irrelevant information on my résumé?** Employers do not need to know your height, weight, gender, marital status, and other such information, so leave them off your résumé. Remove information from over 10 years ago, unless it is related to the position you are seeking. Remove high school information once you are a second-semester sophomore or are a non-traditional student.
- **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 spell check will not catch everything either. Carefully proofread before submittal.
- **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.

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. 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.

REFERENCES PAGE

Candidates should receive permission from an individual before using that person for a reference. Three to five references is typically a good number of 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/volunteer service, and colleagues.



References for (Name)

Street Address; City/State/Zip Code

(Area Code) Phone Number

emailprovider.net

[Use same address format as your résumé]

First and last name (with Mr., Ms., Dr., etc. if gender preference is known)

Job Title

Business Name

Address

City/State/Zip

Phone

E-mail

*Indicate how you know the person (example is Relationship: Former Supervisor at ABC)

First and last name (with Mr., Ms., Dr., etc. if gender preference is known)

Job Title

Business Name

Address

City/State/Zip

Phone

E-mail

*Indicate how you know the person (example is Relationship: Former Supervisor at ABC)

First and last name (with Mr., Ms., Dr., etc. if gender preference is known)

Job Title

Business Name

Address

City/State/Zip

Phone

E-mail

*Indicate how you know the person (example is Relationship: Former Supervisor at ABC)

COVER LETTERS

1. If mailing or distributing in person, use white or off-white high-quality paper and make sure that you use the same paper for your résumé and reference page. We also recommend higher-quality envelopes.
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:
 - What would get YOUR attention?
 - What would YOU be looking for?
 - 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 that area with a general title such as Principal or Hiring Official.
5. Indicate the position for which you are applying, along with where you read about the opening or who referred you.
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

Always write a cover letter when applying for a position, unless the instructions indicate to do otherwise. 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 line spaces]

Employer's Name [Hiring Manager if name is unavailable]
Person's Job Title
Name of Company or Organization
Street Address, P.O. Box or Building
City, State and Zip Code

[2 line spaces]

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

[2 line spaces]

First Paragraph: 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 employer after doing research. Personalize this area to every employer.

[2 line spaces]

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 line spaces]

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.

Sincerely,
(Your signature)

[3 or 4 line spaces between closing and typed name]

Your typed name

[2 line spaces]

Enclosure(s) (#)

SAMPLE COVER LETTER - VACANCY

123 Main Street
Springfield, IL 12345
May 10, 2020

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.

The attached résumé further details my qualifications and experiences. I look forward to arranging an interview at your convenience so we can discuss how I can contribute to the continued success of Independent School District. 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

120 Chicago Road
Chicago, IL 12345
June 1, 2020

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 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 highlighted poetry and short stories 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.

I will forward my application materials to you so for review in regards to 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 (two)

INTERNET JOB POSTING RESOURCES

Many school districts and higher education institutions are advertising their position openings on job sites. Below are



Academic Employment Network

www.academploy.com

Illinois State Board of Education

www.isbe.net

SchoolSpring

www.schoolspring.com

Higher Education Jobs

www.higheredjobs.com

Illinois Association of School Administrators

www.iasaedu.org

Chronicle of Higher Education

<https://jobs.chronicle.com>

Great Schools

www.greatschools.net

Academic Careers

www.academiccareers.com

Illinois Education Job Bank

www.illinoiseducationjobbank.org

National Association of Special Education Teachers

www.naset.org

K12JobSpot

www.k12jobspot.com

Transitions Abroad

www.transitionsabroad.com

TopSchoolJobs

www.topschooljobs.org

MISSOURI REAP INTRODUCTION

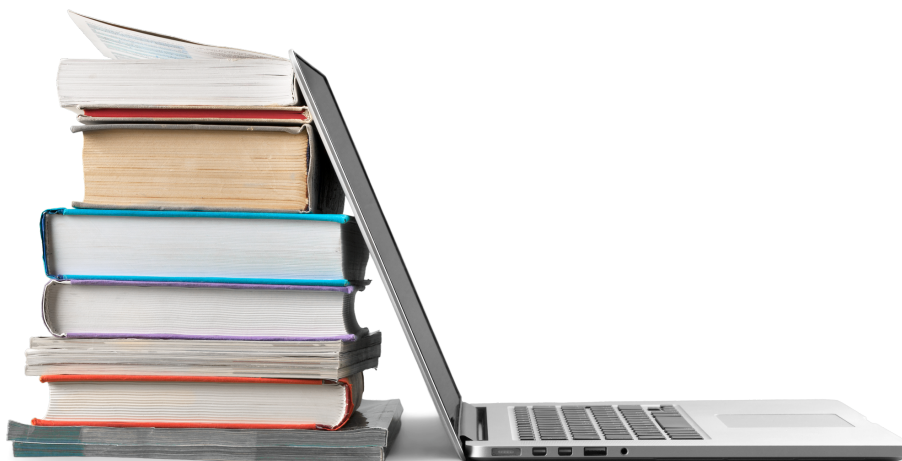
The Regional Education Applicant Placement (REAP) program is a free online placement service specifically designed by college career officers and educational human resources directors to create a more efficient networking system for new education graduates and experienced professionals.

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 later. It saves 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? Access Missouri REAP at <http://www.moreap.net/>.



INTERVIEWS

The interview is a very 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 their opportunity to assess your potential as an employee. Below are some qualities that interviewers are looking for in candidates:

- **Personality:** genuineness, self-confidence, honesty
- **Communication Skills:** clear, concise 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 company and position, thoughtful responses

INTERVIEW TIPS

- | | |
|--|--|
| • Dress conservatively | • Maintain eye contact |
| • Organize your materials in a pad folio | • Be friendly, relaxed, and respectful |
| • Bring copies of your résumé, business cards, and supporting materials | • Use the interviewer's last name |
| • Arrive early (but only approximately five minutes early to the interviewer's office) | • Accentuate your skills |
| • Display proper behavior the moment you arrive in the parking lot | • Do not monopolize the conversation |
| • Take time to use restroom and check your hair, makeup, etc. | • Smile when appropriate |
| • Have a firm handshake | • Maintain good posture |
| | • Ask questions to show interest |
| | • Control nervous mannerisms |
| | • Ask for interviewer's business card |
| | • Make notes after interview |
| | • Immediately send a thank you letter |

PREPARING FOR AN INTERVIEW

Now that you know the basics, follow these preparation steps for a successful interview.

- **Send your résumé, cover letter, and any other requested materials to the school** - Career Services can help you to prepare these materials.
- **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.
- **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.
- **Research the school prior to interviewing** - Find valuable information 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.
- **Acquire appropriate interview clothing** - Appropriate professional business attire is required. A conservative suit, shirt and tie are always good choices. Conservative accessories, light or no cologne/perfume, and polished dress shoes will complete your professional image.
- **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.
- **Send a thank you letter or note** - This letter/note expresses appreciation for the interviewer's time and often strengthens your candidacy.

COMMON INTERVIEW QUESTIONS

Know yourself for an interview, both your **strengths** and **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

It is advisable to formulate answers to anticipated questions for successful interview preparation. While there are many questions that can be asked in an interview, the following will help to give ideas.

A. Personal Opinions and Background

- Tell me about yourself.
- 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?
- 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 youth in today's world?
- What information do you have about the district?
- What would your students' parents say about you?
- What are two accomplishments you are proud of at this time?



B. Education and Experience

- What subjects are you qualified and/or licensed to teach?
- Why did you choose your particular area of preparation?
- Discuss the ways in which your University has prepared you for teaching.
- Name and evaluate two professional books that you have read in the last few 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

- 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?
- How would you describe your relationship with your current supervisor?
- 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 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?
- 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.
- If I walked into your classroom, what would the physical space look like?

CONTINUED

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?
- How will you implement RtI and common core standards?

make sure you have prepared questions to ask your interviewer(s)!

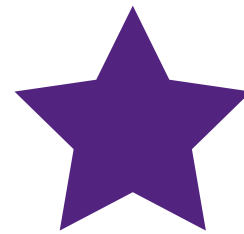
BEHAVIOR-BASED QUESTIONS

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 a student always forget their homework and lose assignments.
- 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. (Administration position question)
- Formally acknowledged the success of others.

Curriculum

- Give an example of a national, state, or common core standard in your field. How did you teach 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 class 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 the students of today 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:

- **"Do you have plans for marriage and a family?" (Gender Discrimination)**
 - "I am definitely committed to this company and am able to handle all of the job's responsibilities."
- **"How old are you?" (Age Discrimination)**
 - *If you're a recent graduate:* "Because of my age, I feel that I have fresh and exciting ideas to bring to the company!"
 - *If you've been in the workforce for a while or are a non-traditional student:* "I feel that my age is an advantage, in terms of the broad experiences I have gained and can bring to this position."
- **"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."
- **"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.



CAREER FAIR TIPS

We co-host a Teacher Fair each March. Check our online calendar for dates.

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 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 companies, obtain an internship, or find a full-time position?
- Obtain a list of districts attending the fair from the Career Services webpage. After deciding what companies you may want to speak with, go to their webpage to learn more about them. You do not need to know everything about a company at this point, but some knowledge will help you stand out in a positive way. We encourage you not to limit your interactions with companies that have recognizable names. Please explore all your options!
- Prepare or update your résumé, and then have it critiqued by Career Services; you might want to customize your résumé to certain companies. Make at least 20 copies on résumé paper.
- Prepare a thirty-second “commercial” about yourself. Introduce yourself, share your major/degree or job title (for alums), demonstrate knowledge about the company, tell them what you seek (internship or job, for example), and let the recruiter know what you can offer them (e.g. related coursework, activities, leadership roles, internships, relevant work experience). Make sure to also ask a couple questions about their organization. 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 pad folio, paper, and pen that you can take with you to the fair.

DURING 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 or neutral color 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 pad folio, 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 FAIR

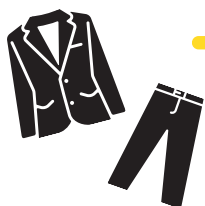
- Thoroughly read the information you have collected and review the notes you made.
- Follow up with districts/organizations you are interested through e-mails, phone calls, or letters. Make sure to submit any necessary applications in a timely manner.

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. How is technology utilized in your district?
4. How can I receive further consideration for the positions you have described?
5. When do you expect to fill the available positions?
6. Can I provide you with any additional information?

INTERVIEW ATTIRE

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 organization. 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:



Suits - A suit is very appropriate for interviews. Possible colors include black, pinstripe, navy blue, or dark gray, and should be conservative instead of trendy. 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. If wearing a skirt suit, the skirt should be at or slightly above the knee. Most department or suit stores will give guidance in this area.



Ties - Conservative is the key word. Do not wear anything with bright colors or wild patterns. A tie with a small print or conservative stripes that matches the suit is ideal. The bottom of your tie should end at the middle of your belt buckle. You could try and match your color to the potential employer's colors.



Shirts - A long-sleeved neutral colored shirt is a good choice, one that fits properly in the shoulders and neck. Wearing another layer under your shirt is highly recommended in many cases, such as a white t-shirt or cami.



Shoes, Socks, and Belts - Shoes should be a complimentary color to your suit, in a conservative color. Shoes should be freshly shined and not scuffed! Dress socks and belt should be dark in color and should match the suit; panty hose should match your skin color. Keep any heeled shoes at a reasonable length.



Jewelry - Body rings such as tongue rings or eyebrow rings should not be worn. Jewelry is fine to wear, as long as it does not distract from your interview.



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



Miscellaneous - Clothes should be clean and neatly pressed. Avoid wearing cologne/perfume 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. Bring a portfolio or briefcase, and if bringing a purse make sure it is small.

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
December 1, 2020

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, 2021, 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