CAREER SERVICES

McKENDREE UNIVERSITY

EDUCATION JOB SEARCH GUIDE

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McKendree University Career Services McKCareerServices

McKendree University Career Services

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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.

- **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 a 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 experiences 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 of 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.

- **Utilize Career Services** for education career fairs, workshops, job postings, résumé/cover letter critiques, and mock interviews. Join our social media pages for tips.

NETWORKING

1. Get involved – Gain work experience and volunteer in the community. Find groups through LinkedIn and request to join them, if required. Join professional organizations in your field that allow student membership. 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.



Networking involves interacting with others to exchange information and develop both professional and social contacts. This should be mutually beneficial for both parties.

2. Utilize social media – Talk about your job skills and interests on LinkedIn, Facebook, and other sites. Just remember to keep these pages appropriate.

3. Build connections – Start small, choosing a couple of people and working to expand your contacts. A good way to start could be requesting an informational interview with a professional in the field. Please see details on informational interviews in this Guide. Remember, quality is better than quantity.

4. Create a personal introduction – Be prepared to talk about yourself.

5. Have a positive attitude and smile – Body language, tone of voice, and eye contact impact your conversation and the impression you make.

6. Research and record – Keep detailed notes about your connections. Write notes on the business cards you have collected or a piece of paper immediately after the meeting or event. Think about the next step and the next conversation.

7. Stay in touch – Be sure to connect with new contacts in the future. Do not pester them; simply send a message following the event, then perhaps contact them periodically 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. You may also contact proactive, credible references that can help you network.

8. 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.

9. Always be professional – In dress and behavior, it is important to be professional. Make a good first impression. For information on professional attire, visit Career Services.

10. Have a résumé ready – You never know who will ask, and you want to be prepared. Give your résumé to people you know in companies for which you would like to work.

11. 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
- Use quality résumé paper, white or off-white, and do not staple; you may paperclip your résumé, though
- Put your information in order of interest to your reader
- Make your resume graphically pleasing
- Minimize personal information
- Be consistent with formatting
- Know your audience
- Feel free to go onto two pages because of your field experiences
- Tailor résumé to specific qualifications
- Create professionally
- Make sure to PROOFREAD!
- 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 the top, bottom, and sides
- Review the final draft with a counselor, friend, faculty member, etc.
- 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

- 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
- providing appropriate feedback
- negotiating
- perceiving nonverbal messages
- persuading
- reporting information
- describing feelings
- public speaking
- conveying a positive self-image to others
- using various styles of written communication

RESEARCH/PLANNING/INVESTIGATION

- forecasting/predicting
- creating ideas
- identifying problems
- imagining alternatives
- identifying resources
- gathering information
- solving problems
- setting goals
- extracting important information
- 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
- persuading others
- being willing to take risks
- teaching/instructing others
- demonstrating effective social behavior
- perceiving feelings and situations
- delegating with respect
- interacting effectively with peers, superiors, and subordinates

WORK SURVIVAL

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

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

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

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



BASIC CONTENTS OF AN EDUCATION RÉSUMÉ

1. **Label the address types, and include a professional email address. You can also add your LinkedIn.**

2. Tailor Professional Summary 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 **PROFESSIONAL SUMMARY**
Optional section that highlights skills of candidate

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 aligns with 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

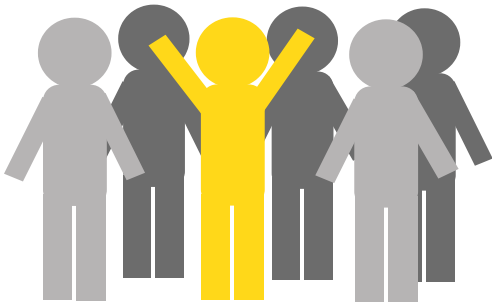
WHAT MAKES ME DIFFERENT?

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 a 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?

Consider 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
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
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

HELPING SKILLS

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

CREATIVE SKILLS

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

FINANCIAL/RECORDS SKILLS

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

CONTINUED

MANAGEMENT/LEADERSHIP SKILLS

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

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

RESEARCH SKILLS

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

PLANNING SKILLS

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

MANUAL SKILLS

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



CONTINUED

ORGANIZATIONAL/ ADMIN SKILLS

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

TEACHING SKILLS

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



EXAMPLE RÉSUMÉS

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

PROFESSIONAL SUMMARY
Optional section that is customized to skills and experience

EDUCATION
Bachelor of Science in Education — May 20xx
Major in Elementary Education — McKendree University; Lebanon, IL
GPA 3.3/4.0

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

FIELD EXPERIENCE
Student Teaching — Spring 20xx
First Grade — 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 RtI time in a 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 — Fall 20xx
Fourth Grade, 60 hours — 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 — Spring 20xx
Kindergarten, 50 hours — Single Hill School; Belleville, IL
- Three to five bulleted descriptions, showcasing your experience and skills

Field Practicum I — Fall 20xx
Second Grade, 40 hours — Belle Valley South School; Belleville, IL
- Three to five bulleted descriptions, showcasing your experience and skills

RELATED EXPERIENCE
Volunteer Volleyball Coach — Fall 20xx-20xx
Sixth to Eighth Grade — St. Henry Grade School; Belleville, IL

Volunteer Tutor — Fall 20xx - Spring 20xx
Sixth to Eighth Grade — 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

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 discussions 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

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

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

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

Parker T. Halsey
#2 Highway 50, Lebanon, IL 62254
618.537.5555
phalsey@mail.com

PROFESSIONAL SUMMARY
Optional section that is customized to skills and experience

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, 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

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
Aimsweb
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

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
Spring Leadership Conference, McKendree University, 20xx

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

PROFESSIONAL SUMMARY

Optional section that is customized to skills and experience

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 the 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 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

PROFESSIONAL SUMMARY

Optional section that is customized to skills and experience

EDUCATION

Bachelor of Arts in Music Education May 20xx
McKendree University Lebanon, IL
Special Educator License (Pending)
GPA 3.5/4.0

MUSIC EXPERIENCE

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

FIELD EXPERIENCE

Student Teacher Spring 20xx
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 a 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 the State Solo and Ensemble Contest

Field Practicum III (60 hours) Fall 20xx
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 the fall concert series

Field Practicum II (50 hours) Spring 20xx
Shiloh Elementary School Shiloh, IL

- Facilitated learning of music theory through class activities and assessment

Field Practicum I (40 hours) Fall 20xx
Highland High School Highland, IL

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

RELATED ACTIVITIES:

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

Kaitlyn Nicole Dreyfuss
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

LICENSURE

Professional Educator License (PEL), Illinois
Endorsement: Elementary Education (Grades 1-6)

TEACHING EXPERIENCE

Lincoln School, Palm Springs, IL
6th Grade Teacher; August 20xx - Present

- 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

William Holliday School, Fairview Heights, IL
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

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

McKendree University, Lebanon, IL
Master of Arts in Education in Teacher Development, May 20xx
G.P.A. of 3.6/4.0

McKendree University, Lebanon, IL
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

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
- Sunday School and Bible School Teacher

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

PROFESSIONAL SUMMARY

Optional section that is customized to skills and experience

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

LICENSURE

Professional Educator License, Illnois, expected June 20xx
Endorsements in Middle School Language Arts and Self-Contained General Education

HONORS

Dean's 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 the classroom webpage
- Created math manipulatives
- Maintained the homework hotline to assist students in the evening

Field Experience III, 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

Field Experience II, 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

Field Experience 1, 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

Tutor; 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 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, Promethean Boards, SMART Boards, and Short Throw projectors

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

PROFILE

- 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
Master of Arts in Education, Educational Administration & Leadership; May 20xx
Endorsement: Principal (PreK-12)
4.0/4.0 G.P.A.

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 Art

LICENSURE

Professional Educator License (PEL), Illinois, expected June 20xx

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 the 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

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
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.

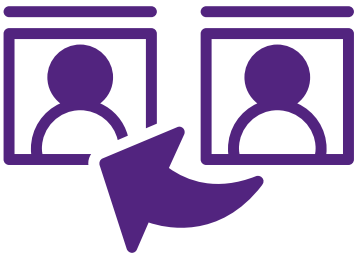
- **Is my résumé professional looking?** Your résumé should be neatly typed and printed in black on one side of quality résumé paper. You may use paperclips to send your résumé, but not staples.

- **Do 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 are 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
email@provider.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 to 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.

Sincerely,

(leave space for your signature)

Your typed name

SAMPLE COVER LETTER - VACANCY

123 Main Street
Springfield, IL 12345

May 10, 20xx

Dr. Tim Bright
Superintendent
Rose 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 about this opportunity from Ms. Mary Smith, a second-grade teacher in your district. I am impressed by your district's commitment to character education, exemplified by your motto, "We work hard before we play hard." I am confident that my education and classroom experience would allow me to support students in developing both academic skills and strong character.

After visiting your website and speaking with teachers in the district, I was impressed by the middle school's many accomplishments, including its success under NCLB and strong parent involvement. I am currently completing a full semester as a student teacher at Adams Middle School, where I have collaborated with my mentor to implement creative lessons that integrate character education, civic responsibility, and cross-curricular content. I have also worked closely with other teachers to address student needs and explore innovative ways to use technology in instruction. Beyond classroom experience, I have volunteered with the school newspaper. My interest in student publications makes me particularly excited about the opportunity to advise the student newspaper in the Rose School District.

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 the 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

SAMPLE COVER LETTER - NO CURRENT VACANCY

120 Chicago Road
Chicago, IL 12345

June 1, 20xx

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.

I recently earned a Bachelor of Arts degree in English with a minor in Communication, and I possess experience both in the classroom and leading extracurricular activities. As noted in my enclosed résumé, I completed a full semester as a student teacher, collaborating with my mentor to design creative writing lessons that led to a 10% increase in the class average. Each student compiled a portfolio showcasing poetry and short stories created throughout the year. I also recognize that meaningful learning extends beyond the classroom, and I have volunteered with the faculty bulletin, track team, and National Honor Society. Quality School District offers numerous opportunities for student engagement, and I am confident that my experience supporting both academics and extracurricular programs would contribute positively to your high school community.

I understand that there may not be any current openings, but I would welcome the opportunity to be considered for future teaching positions in your school. I would be excited to bring my skills and passion for student-centered learning to support your students' growth. Thank you for considering my application, and I would be happy to provide additional information or meet at your convenience.

Sincerely,

Jackson Z. Monroe

Jackson Z. Monroe

INTERNET JOB POSTING RESOURCES

Many school districts and higher education institutions are advertising position openings on the job sites below:



SchoolSpring
www.schoolspring.com

Illinois Association of School Administrators
www.iasaedu.org

Great Schools
www.greatschools.net

Illinois Education Job Bank
www.illinoiseducationjobbank.org

K12JobSpot
www.k12jobspot.com

TopSchoolJobs
www.topschooljobs.org

Illinois State Board of Education
www.isbe.net

National Association of Special Education Teachers
www.naset.org

Higher Education Jobs
www.higheredjobs.com

Chronicle of Higher Education
https://jobs.chronicle.com

Academic Careers
www.academiccareers.com

Transitions Abroad
www.transitionsabroad.com

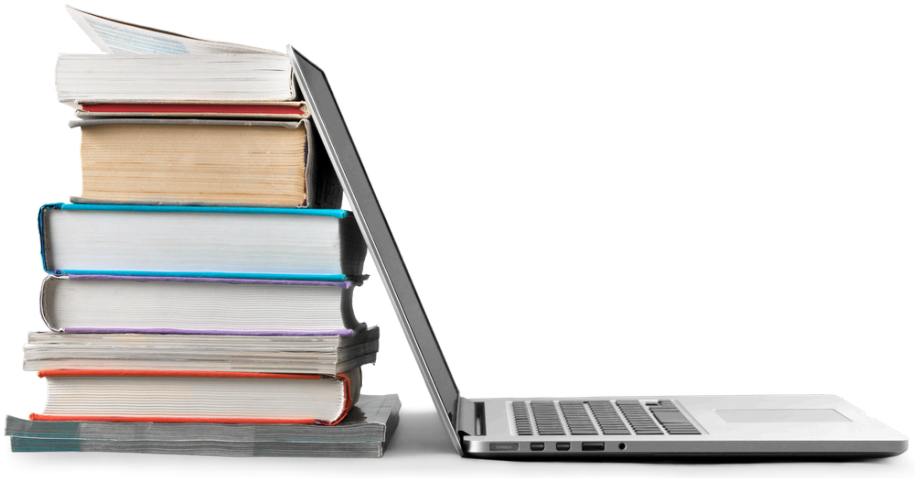
MOREAP INTRODUCTION

The Missouri Regional Education Applicant Placement system (MOREAP) is an online application service designed to connect education candidates with school districts throughout Missouri and the St. Louis metropolitan area. Developed in collaboration with college career services and school human resources departments, MOREAP allows candidates to submit one application that can be viewed by multiple participating districts.

Using MOREAP can help streamline your job search by allowing you to upload your résumé, indicate your certification areas, and share your credentials with hiring personnel across the region. While some districts may still require additional application steps, MOREAP serves as a central starting point for many education job opportunities.

The application can be completed over time, allowing you to save your progress and return as needed. Taking the time to provide thorough and accurate information can improve your visibility to potential employers.

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

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 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 before 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 a 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 GUIDELINGS

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 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 hire 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 how 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 on 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 QUESITONS

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.

STAR ANSWERS:
S = Situation (Explain the situation)
T = Task (Tell what you are tasked to do/solve)
A = Action (State what you did to accomplish the task)
R = Result (Tell about your results, and how it turned out)



SAMPLE BEHAVIOR-BASED QUESTIONS IN EDUCATION

Tell me about a time when...

- A disruptive student would not focus in class
- A staff member was not following school guidelines
- Witnessed a fight on campus
- Made a mistake on the job
- Had a student who always forgot their homework and lost assignments
- Had to communicate with a colleague who had a difficult personality
- Class average on a test was failing
- Your leadership solved a problem and resulted in success
- An angry parent contacted you
- A student was struggling
- Contributed to the development of youth outside of the classroom
- 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 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 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 concerns or questions, contact Career Services.



CAREER FAIR TIPS

We host a Teacher Fair in Spring. 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, making contacts with candidates who may be a good fit for their school, obtaining résumés for potential openings in the near future, and filling 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 an opportunity to network and 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 to meet these goals. 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 want to speak with, visit their web pages 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 of 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 padfolio, 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 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 personal introduction to the recruiter, highlighting your skills and experience. Show why you would be the best candidate, show your knowledge of the school district, and ask questions. Obtain their business card, ask about the time frame for hiring, and the best way to follow up about openings.
- 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 in through e-mails, phone calls, or letters. Make sure to submit any necessary applications promptly

SAMPLE QUESTIONS TO ASK EMPLOYERS

-What kind of support do new teachers get in their first year?
-Is there a mentor or coaching program for new hires?
-How does the district approach curriculum and instructional materials?
-What does collaboration look like on a typical week?
-How do administrators support teachers when challenges come up?
-What do you look for in a strong candidate?
-What keeps teachers in your district?
-When does hiring usually begin?
-What is the best way to follow up after today?

INTERVIEW ATTIRE

Research shows that it only takes six seconds or less for someone to decide 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 a good choice 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 keyword. Do not wear anything with bright colors or wild patterns. A tie with a small print or conservative stripes that match 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 complementary 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; pantyhose 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 who 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

Superintendent/Principal's Name
Title
Name of School or District
Street Address, P.O. Box or Building
City, State, and Zip Code

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

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

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.

Sincerely,

(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, 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