



CAREER SERVICES
McKENDREE UNIVERSITY

EDUCATION JOB SEARCH GUIDE

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McKendree University Career Services



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TABLE OF CONTENTS

Beginning a Job Search in Education	Page 1
Networking	Page 2
Designing a Résumé	Page 3
Transferable Skills Checklist	Page 4
Basic Contents of an Education Résumé	Page 6
Alternative Headings	Page 7
What Makes Me Different	Page 8
Action Verbs	Page 9
Example Résumés	Page 11
Résumé Checklist	Page 28
Reference Page	Page 29
Cover Letters	Page 30
Internet Job Posting Resources	Page 34
REAP Introduction	Page 35
Interviews	Page 36
Preparing for an Interview	Page 37
Common Interview Questions	Page 38
Behavior-Based Questions	Page 41
Illegal Interview Questions	Page 43
Career Fair Tips	Page 44
Interview Attire	Page 46
Thank You Letters	Page 47
Job Acceptance Letters	Page 48
Assistance from Career Services	Page 49

BEGINNING A JOB SEARCH IN EDUCATION

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

NETWORKING

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

- 1) **Get involved!** 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 business card and a 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.
- 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 experience
- 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 you have gained and how they can be applied in their specific work environment. Use the following checklist to help you pinpoint some of your transferable skills.

Communication Skills

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

Research/Planning/Investigation

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

Human Relations/Interpersonal

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

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

Organization/Management/Leadership/Decision Making

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

Financial/Management

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

Critical Thinking/Problem Solving

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

Putting your transferable skills to work

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

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

BASIC CONTENTS OF AN EDUCATION RÉSUMÉ

Name

Street Address

City/State/Zip

Phone Number

E-mail Address

OBJECTIVE

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

EDUCATION

Include the following:

Degree

Graduation month & year

Major:

McKendree University, Lebanon, IL

Minor: (if applicable)

GPA: (if 3.0 or above)

Endorsement(s): (if applicable)

License Type & 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.

PROFESSIONAL EXPERIENCE

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

RELATED EXPERIENCE

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

HONORS

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

COMMUNITY ACTIVITIES & LEADERSHIP

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

EXTRACURRICULAR ACTIVITIES

Include any clubs, sports, or groups in which you have participated for a period of time 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 though? This is the key to a résumé that has greater potential of earning you an interview. Here are some things to think about:

DID YOU:

- Plan a field trip?
- Modify a lesson for ESL or IEP students?
- Contribute to an REI team or project?
- Assist with Rtl?
- 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

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

Comm., cont.

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

Creative Skills

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

Creative, cont.

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

Financial/ Records Skills

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

Financial, cont.

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

Helping Skills

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

Helping, cont.

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

Management/ Leadership Skills

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

Mgt., cont.

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

Mgt., cont.

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

Manual Skills

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

**Organizational/
Clerical Skills**

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

Organiz., Cont.

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

Planning Skills

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

Research Skills

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

Teaching Skills

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

Teaching, cont.

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

Technical Skills

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

Brooke N. Taylor

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

OBJECTIVE

Personalize to position and your volunteer capability areas.

EDUCATION

B.S. Ed. in Elementary Education; May 2016
Endorsement in Middle School Social Science
McKendree University; Lebanon, IL
GPA: 3.62/4.00

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 2017

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, Grade 4; Fall 2016

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, Grade 5; Spring 2016

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

Field Experience, Grade 6; Fall 2015

Central Middle School; O'Fallon, IL (indicate hours here)

RELATED EXPERIENCE & VOLUNTEER SERVICE

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

Carter R. Smith

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

OBJECTIVE

Customize to position

EDUCATION

Bachelor of Science in Education

Major in Elementary Education

Type 03 Illinois Teaching License

May 2016

McKendree University, Lebanon, IL

GPA 3.3/4.0

HONORS/ORGANIZATIONS

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

PROFESSIONAL EXPERIENCE

Student Teaching

Spring 2016

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 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.

Clinical Field Experience

Fall 2015

Fourth Grade, 48 hours

Union Grade School, Belleville, IL

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

Clinical Field Experience

Spring 2015

Kindergarten, 36 hours

Signal Hill School, Belleville, IL

Clinical Field Experience

Fall 2014

Second Grade, 24 hours

Belle Valley South School, Belleville, IL

RELATED EXPERIENCE

Volunteer Volleyball Coach

Fall 2011 - Fall 2014

Sixth to Eighth Grade

St. Henry Grade School, Belleville, IL

Volunteer Tutor

Fall 2010 - Spring 2014

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 2018

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 2018

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.

Clinical Field Experience, Grades 9 - 10, Fall 2017 (48 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.

Clinical Field Experience, Grades 7 - 8, Spring 2017 (36 hours)

Fulton Junior High School; O'Fallon, IL

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

Clinical Field Experience, Grades 9 - 12, Fall 2016 (24 hours)

Althoff Catholic High School; Belleville, IL

RELATED EXPERIENCE

English Tutor, Private Residences; August 2016 - 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 2016

Sunday School Teacher; May 2011 - August 2016

TECHNOLOGY SKILLS

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

COMMUNITY SERVICE

Big Brothers Big Sisters Board Member; 2016 - Present

YMCA Board of Directors; 2012 - 2017

Young Professionals Group; 2013 - 2016

United Way of St. Louis, MO; 2010 - 2015

Steering Committee; 2013 - 2015

OTHER EXPERIENCE

Great Concepts; St. Louis, MO

Regional Sales Manager; June 2014 - August 2016

Creative Group; St. Louis, MO

Sales Manager; January 2011 - June 2015

Technology Group; Tucker, IL

Assistant Sales Manager; June 2008 - January 2011

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

EDUCATION

B.S. in Mathematics, Secondary Education License

December 2017

McKendree University, Lebanon, IL GPA: 3.52/4.00

Endorsements: Middle School Math and Physical Science

Passed Illinois Certification exams and CPR/First Aid Certification

TEACHING EXPERIENCE

Student Teacher, Grades 10 and 11

Fall 2017

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

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

Field Experience, Grades 9 - 12

Spring 2016

Wesclin High School, Wesclin, IL (48 hours)

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

Field Experience, Grade 9

Fall 2015

Marie Schaefer Junior High, O'Fallon, IL (36 hours)

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

Field Experience, Grades 10 and 11

Spring 2015

Lebanon High School and Elementary School, Lebanon, IL (24 hours)

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

MEMBERSHIPS

- National Council of Teachers of Mathematics, 2015 - Present
- Illinois Council of Teachers of Mathematics, 2015 - 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, 2016 - Present
Math Club, 2014 - Present
Campus Ministry Leader, 2013 - Present
Church Youth Leader, 2012 - Present

ACTIVITIES

Spring Leadership Conference, McKendree University, 2017
Alpha Phi Omega, National Service Fraternity, 2013 - Present
President, Fall 2016 - Present
Vice President of Membership, Fall 2015 - Spring 2016
McKendree University Men's Basketball Team Student Assistant, 2015 - 2016

Nicole E. Sparks

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

OBJECTIVE

Customize to position and volunteer areas

EDUCATION

Bachelor of Science in Biology

McKendree University, Lebanon, IL; May 2016

GPA: 4.0/4.0; President's List

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

FIELD EXPERIENCES

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

O'Fallon Township High School, Belleville, IL; Spring 2016

- 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

Clinical Experience, Biology, 10th - 11th grade

Belleville Township High School West, Belleville, IL; Fall 2015 (48 hours)

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

Clinical Experience, Life Science, 7th grade

Belle Valley South School, Belleville, IL; Spring 2015 (36 hours)

Clinical Experience, Biology I & II, Physiology, 9th-12th grades

Collinsville High School, Collinsville, IL; Fall 2014 (24 hours)

RELATED EXPERIENCE

Summer Camp Counselor

YMCA; Belleville, IL; Summer 2011 - 2015

- Designed and implemented the Harmony in Nature project for campers
- Created a safe and supportive environment for children
- Encouraged learning and positive social relationships through team building and educational programs

PROFESSIONAL ASSOCIATIONS

Kappa Delta Pi, International Education Honor Society

Sigma Zeta, National Honorary Science Society

Chris Laughlin

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

Objective:

Customize to position and volunteer areas

Education:

Bachelor of Arts in Music Education

McKendree University

Special Teaching License, Illinois Type 10

May 2016

Lebanon, IL

GPA 3.5/4.0

Music Experience:

McKendree University Concert Band, Marching Band, and Jazz Band

Classroom Experience:

Teacher Candidate – Student Teaching

Belleville Township High School West

Spring 2016

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

O'Fallon High School

Fall 2015

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

Shiloh Elementary School

Spring 2015

Shiloh, IL

- Facilitated learning of music theory through class activities and assessment

Field Practicum I

Highland High School

Fall 2014

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

EDUCATION:

M.A.Ed. in Special Education May 2016

McKendree University, Lebanon, IL

GPA: 4.0/4.0

Bachelor of Arts in Psychology May 2014

McKendree University, Lebanon, IL

GPA: 4.0/4.0, summa cum laude

LICENSURE:

Illinois Type 10 - Special Teaching License June 2016

- Endorsement in Reading, LSB1 Licensure

FIELD EXPERIENCE:

Cahokia High School, Cahokia, IL Spring 2016

- 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 2014 - December 2015

- 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 2014

- 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 2013

- 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 2012 by Southern Illinois Teacher Association.

TEACHING EXPERIENCE

Lincoln School, Palm Springs, IL

August 2004 - Present

6th Grade Teacher

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

2nd Grade Teacher

August 1996 - May 2004

- 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
- District Character Education committee
- District Curriculum committee
- Coordinator of Homework Club
- Track Coach
- Girls Basketball Coach
- Saturday Detention monitor
- Geography Bee Facilitator
- After-School Tutor
- Representative for Diversity Awareness program in association with Edward Jones

PROFESSIONAL ACHIEVEMENTS

- Life Membership, Illinois PTA; 2013
- Selected as a Master Teacher, Governor's Master Teacher Program; 2010
- "Outstanding Young Educator," Palm Springs Jaycees; 2008
- Girl Scouts of America Juanita Hill Award for promoting Special Needs Scouting; 2004
- "Teacher of the Month," Lincoln School; 1998
- Presenter at County Institute on the subjects of *Strategies for motivating teacher and student achievement under NCLB* and *Being your Best: Endurance Tips for Teachers*; 1998

EDUCATION & CERTIFICATION

McKendree University, Lebanon, IL

May 2011

Master of Arts in Education in Teacher Development

G.P.A. of 3.6/4.0

McKendree University, Lebanon, IL

December 1996

Bachelor of Science in Education in Elementary Education

Endorsement in Middle School Language Arts

G.P.A. of 4.0/4.0, summa cum laude

Type 03 Elementary Education License

Professional Educator License #12345678

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

EDUCATION

Master of Arts in Education - Teaching, May 2015
McKendree University, Lebanon, IL
G.P.A. of 3.80/4.00

Bachelor of Arts in English, May 2013
McKendree University, Lebanon, IL
G.P.A. of 3.67/4.00

CERTIFICATES

Illinois Teaching License Type 03, Elementary Education, June 2015
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 2015
Great School, Belleville, IL
Second Grade

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

Clinical Field Experience, Fall 2014

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 2014

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 2013

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 2014 - 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 2012 - 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 2012

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

COMPUTER SKILLS

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

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

PROFILE

Experienced educator seeking administrative position

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

EDUCATION

McKendree University, Lebanon, IL

M.A.Ed. in Educational Leadership; May 2015

4.0/4.0 G.P.A.

Illinois Type 75 Administrative License

McKendree University, Lebanon, IL

B.S.Ed. in Elementary Education; May 2002

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 2007 - Present

- Collaborate with first- and second-grade teachers to develop a curriculum plan for continuity.
- Alter lessons for six IEP students and participate in IEP meetings.
- Integrate technology into lesson plans and class projects.
- Communicate bi-weekly with parents regarding progress of selected students.
- Designed and implemented protocol packet for classroom crisis intervention.
- Created a behavior management incentive program using a frog pond.
- Administer Illinois State Achievement Tests.
- 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 2003 - May 2007

- Modified classroom design and instruction methods to meet the needs of a student with Cystic Fibrosis.
- Adapted lessons and assessments for students with IEPs.
- Organized a Reading Rewards program.
- 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 2002 - May 2003

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

SCHOOL INVOLVEMENT & LEADERSHIP

Black History Month committee; 2010 - Present

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

District Committee on Character Education; 2009 - Present

Directed kindergarten through Christmas Program for parents; 2008 - 2010

Textbook Selection committee; 2007

Sixth-Grade Softball Coach; 2005 - 2010

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

ACHIEVEMENTS

Presenter at Madison County Teachers' Institute

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

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

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

Outstanding Young Educator Award, Education Unit School District #2; 2006

PROFESSIONAL & COMMUNITY INVOLVEMENT

National Reading Association member

Kappa Delta Pi Education Honor Society member

Education, IL Chamber of Commerce and Best School teacher liaison

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

Allocation Committee, United Way

Big Brothers Big Sisters

Volunteer Tutor, Franklin Neighborhood Community Association

Lily T. Bucks

502 University Lane

Carlton, IL 62888

618-533-0000

LTBucks@Education.com

OBJECTIVE

Customize to position and volunteer areas

STUDENT AFFAIRS EXPERIENCE

RESIDENCE LIFE

First University, Carlton, IL

Assistant Director of Residence Life

July 2011-Present

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

Resident Director

January 2010-June 2010

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

COLLATERAL ACTIVITIES

First University, Carlton, IL

Student Activities Coordinator

July 2010-July 2011

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

Swimming Team Staff Advisor

July 2010-May 2011

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

Student Government Advisor

January 2010-June 2010

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

ACADEMIC

First University, Carlton, IL

Coordinator of the Early Alert Program

July 2010-Present

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

EDUCATION

McKendree University, Lebanon, IL

Master of Arts in Education

May 2012

Major: Educational Studies, emphasis in Higher Education

GPA 4.00/4.00

Illinois University, Jacksonville, IL

Bachelor of Arts

May 2006

Major: Communication, Minor: History

GPA 3.75/4.00

LEADERSHIP ACTIVITIES & HONORS

- Outstanding Leadership and Service Award, McKendree University
- O'Fallon, IL Civic Center Volunteer
- Lebanon Area Soccer Association Coach
- Outstanding Program in Leadership and Personal Development

PROFESSIONAL DEVELOPMENT

PRESENTATIONS

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

AFFILIATIONS

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

RÉSUMÉ CHECKLIST

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

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

REFERENCE PAGE

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

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

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

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

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

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

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

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

COVER LETTER GUIDELINES

1. 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:
 - a. What would get YOUR attention?
 - b. What would YOU be looking for?
 - c. What would cause YOU to select a certain letter for further consideration?
3. Remain as brief and focused as possible.
4. Address your letter to someone who has the authority to hire (by name and title). If you do not already have the person's name, call the school and obtain it. When impossible to get that information, simply address your letter to the school's name.
5. Indicate the position for which you are applying, 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 returns]

Employer's Name

Title of Position

Name of Company or Organization

Street Address, P.O. Box or Building

City, State and Zip Code

[2 returns]

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

[2 returns]

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

[2 returns]

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

[2 returns]

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

[2 returns]

Sincerely,

(Your signature)

[3 or 4 returns between closing and typed name]

Your typed name

[2 returns]

Enclosure(s) (#)

SAMPLE COVER LETTER - VACANCY

123 Main Street
Springfield, IL 12345
May 10, 2016

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

20 Chicago Road
Chicago, IL 12345
June 1, 2016

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

Academic Employment Network

www.academploy.com

K-12, community college & university positions listed

Illinois State Board of Education

www.isbe.net and

<https://www.isbe.net/Pages/ELUnfilledPositions.aspx> (education vacancies)

Resource for education position openings and resources

Illinois Association of School Administrators

www.iasaedu.org

Jobs in education in the state of Illinois

Higher Education Jobs

www.higheredjobs.com

Current vacancies in higher education

St. Clair County ROE

www.stclair.k12.il.us

Madison County ROE

<http://roe41.org/>

Great Schools

www.greatschools.net

Chronicle of Higher Education

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

Monroe/Randolph ROE

<http://www.roe45.net/>

Transitions Abroad

www.transitionsabroad.com

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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

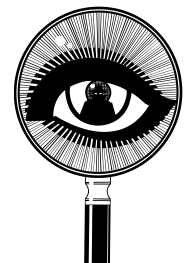
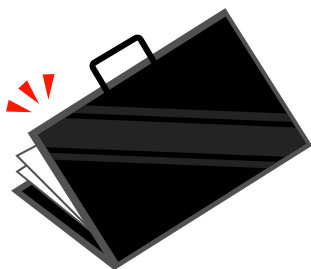
The interview is the most important part of the job search. It is usually the last and most decisive part of your campaign for a good job. Initial contacts by letter and résumé, by telephone, or in person are necessary components of the job search, but the interview is usually the determining factor.

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

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

INTERVIEW TIPS

- | | |
|---|--|
| ✓ Dress 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 interviewer's last name |
| ✓ Arrive early (but only five to seven minutes early to the interviewer's office) | ✓ Accentuate your skills |
| ✓ Display proper behavior the minute 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 good, strong 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 for a successful interview process, follow these specific steps:

1. **Send your résumé, cover letter, and any other requested materials to the school** - Career Services can help you to prepare these materials.
2. **Consider creating a Portfolio** - To make you stand out, consider creating an electronic portfolio (e.g. PowerPoint) to send to the recruiter before the interview, or assemble an organized portfolio in a binder that is both professional looking and easily viewed. Some items to include are:
 - A current copy of your résumé on high-quality paper and an official transcript.
 - Lesson plan samples from different classes and subject areas.
 - Photos from bulletin boards or creative classroom activities.
 - Reference letters from your faculty and supervisors.
 - Honor Society and awards certificates.
3. **Practice your interviewing skills** - Career Services conducts mock interviews by appointment, and you could also ask someone you trust to ask questions and critique you. It is also helpful to write down answers to sample questions that you may have a difficult time answering and then practice giving a response.
4. **Research the school prior to interviewing** – 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.
5. **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.
6. **Practice appropriate behavior during the interview** - Be on time, smile, be calm and confident, be prepared, give complete answers, speak clearly, show enthusiasm, make good eye contact, have a firm handshake, use good posture, and show interested body language.
7. **Send a thank you letter or note** - This letter/note 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?

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 be directly related to the duties of the job for which the applicant is applying. Illegal questions could include any about race, age, religion, marital status, family planning, sexual orientation, etc.

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

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

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



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 CAREER FAIR

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

DURING CAREER FAIR

- Wear professional clothes! For women this includes a skirt suit that is not too short or a pants suit. The blouse should be a neutral color and one that is not low cut. Men should wear a suit with a white 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 CAREER FAIR

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

SAMPLE QUESTIONS TO ASK EMPLOYERS

1. What advice would you offer to someone who wants to work for your district?
2. What qualifications are you seeking in new employees?
3. 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 school district. This decision can be made before you even speak! It is for this reason that your attire needs to be considered a crucial part of the interviewing process. Below are guidelines for appropriate attire, accessories, and grooming habits:

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 on it. 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 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 can usually be mailed or e-mailed, as long as professional etiquette is followed through email. 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, 2015

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, 2015, 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

ASSISTANCE FROM CAREER SERVICES

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

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

