



CABRINI
COLLEGE

DO SOMETHING EXTRAORDINARY

Job Search Guidebook for Educators

*The Offices of Cooperative Education & Career Services, P.L.A.C.E.
Cabrini College
150 Grace Hall
610-902-8304, 5, or 6
www.cabrini.edu/careerservices*

Co-op & Career Services Office Hours

Monday: 8:30am – 7pm

Monday (summer and holidays): 8:30am – 4:30pm

Tuesday – Friday: 8:30am – 4:30pm

Some important information and helpful tips...

Sites all education majors should know...

PAReap
NJHire
National Education Association
Pennsylvania State Education Association
US Department of Education

Other useful sites found through the Co-op & Career Services web-page...

Alumni Mentoring Network
What can I do with this Major?
Focus 2
Externships/Job Shadowing
Find us on Facebook;
Follow us on Twitter: @cabrinicareers

Co-op & Career Services Office Hours

Monday: 8:30am – 7:00pm
Monday (summer and holidays): 8:30am – 4:30pm
Tuesday – Friday: 8:30am – 4:30pm

Table of Contents

Topic	Page #
<i>What is a Resume & How is it Used?</i>	4
<i>Statement of Teaching Objective</i>	5
<i>Self-Assessment Questions</i>	6
<i>Resume Worksheet</i>	7
<i>Key Words</i>	8-9
<i>Employment History – Duties & Responsibilities</i>	10
<i>Sample Resumes</i>	11-20
<i>Letters of Recommendation</i>	21
<i>Cover Letters</i>	22-25
<i>Sample Questions/Interview Techniques/Interview Forma/ Salary Negotiation</i>	26-32
<i>Post Interview Thank you Letter/Report</i>	33-34
<i>Job Search Strategies/Time Table & Checklist</i>	35-36
<i>Creating a Philosophy of Education</i>	37-38
<i>Compiling a Student Teacher Portfolio</i>	39
<i>Shifting Gears When the Market is Tight</i>	40

WHAT IS A RESUME AND HOW IS IT USED?

A resume is a marketing tool. You use it to sell yourself to a school district/organization. It shows off achievements, attributes, strengths and accumulation of expertise. It **never** contains negative information or weaknesses. The primary purpose of the resume is to obtain an interview.

RESUME CONTENT

Do Include:

- **Name, address, e-mail and telephone number**
- **Statement of Teaching Objective**
- **Education:** degree, name of institution(s), city and state, major(s), minor(s), date of graduation.
- **Experience:** job titles, company name, city and state, responsibilities and achievements, employment dates. May include volunteer experiences, field experiences, co-ops, internships, and summer employment.
- **Activities:** professional, educational, extracurricular or civic organization involvement and leadership responsibilities within any of the organization.
- **Skills:** Internet proficiency, technical (computer), music, foreign language, etc.

Do Not Include:

- **Reference list:** list on a separate sheet. Note on resume **“References available upon request.”**
- **Lies, exaggerations or misrepresentations**
- **Photograph**
- **Salary expectations:** this will be discussed in a later interview or in a job offer setting.
- **Nonrelevant personal information:** age, sex, marital status, race, religion, national origin, political affiliation, social security number, or health status.
- **Any negative information**

POSSIBLE SECTION HEADINGS

- | | | |
|-------------------------------|-----------------------------|-------------------------------|
| • Job/Career Objective | • Relevant Course Work | • Teaching Experience |
| • Professional Goal | • Education | • Student Teaching/Field Work |
| • Qualifications Summary | • Conference Attendance | • Publications & Patents |
| • Certification/Licensure | • Professional Affiliations | • Activities |
| • Computer Skills | • Thesis | • Travel/Study Abroad |
| • Related Experience | • Military Experience | • Accomplishments |
| • Honors and Awards | • Accreditations & Licenses | • Equipment Knowledge |
| • Leadership Experience/Skill | • Management Experience | • Relevant Training |
| • Languages | • Employment | • Coaching Experience |
-

APPEARANCE

- **Attractive and easy to read:** Use CAPS, bullets, underlining, **bold**, *italics*, appropriate margins (no more than 1 – 1 ½ inches) and font (between 10-12pt). Be careful with these additives if writing scannable or electronic resumes.
 - **Bold** or CAP headings
 - Always make your name larger than the rest of your resume
 - **Use block form:** Having plenty of white space.
 - **Concise:** Typically one page for the new or recent college graduate. Write in phrases, not full sentences.
 - **Free of spelling, grammatical, and typographical errors.**
 - **Computer produced, printed on a laser printer.**
 - **Print on neutral color paper:** Ivory, white or light gray bond/resume paper. Use white if the resume will be scanned. Mail a paper resume in addition to faxing or e-mailing your resume.
 - **Send a Cover Letter with every resume.** When mailing, print the letter on the same paper as the resume.
-

RESUME FORMATS

- **Chronological**
- **Functional/Skills**
- **Combination**

STATEMENT OF TEACHING OBJECTIVES

It is appropriate to include a “Career Objective” or “Teaching Objective” statement on your resume. While optional, this statement is highly recommended because it helps identify the specific areas in which you wish to teach. Consider the advantages and disadvantages of the following three sample objectives, then develop your own to fit your requirements.

- A. Elementary Teaching Position, K-6.

- B. Seeking a teaching position in middle level grades that provides an opportunity to facilitate academic, social and personal growth of students.

- C. Pursuing a secondary school position in science/math; suburban location. Qualified and interested in coaching track, volleyball or swimming.

Objective “A” is descriptive and to the point. However, additional elements are incorporated into examples “B” and “C.” Objective “C” is well thought out and developed, although unless you intend to decline all offers other than those in suburban locations, you should avoid using a phrase which defines location too tightly. The reader will assume that you mean what you say.

SELF-ASSESSMENT QUESTIONS

Visit **Focus 2** (www.cabrini.edu/careerservices) for a self-paced, online tool for career planning offering self assessments.

To help you to summarize your experience, consider the following questions:

- What skills have you developed as a result of your experiences? (paid work, volunteer work or extracurricular activities)
 - What were your job responsibilities? How did they change or otherwise develop over the course of the experience?
 - Did you supervise people? Did you help other people in any way?
 - Did your experience involve working with co-workers? Teamwork?
 - Did you assume any leadership roles? Did you gather or analyze information?
 - Were you involved in any planning responsibilities? Did you operate equipment? Use software?
 - Did you produce written document and/or written reports?
 - Did you make decisions? Recommendations?
 - How well were you able to meet deadlines and handle pressure?
 - Can you quantify the results of your work? (e.g., retention rates, percentage increase in reading/math scores, percentile rank in class).
-

IDENTIFY YOUR SKILLS

A skill is an ability you possess. You demonstrate your skills in the things you have accomplished. Transferable skills are those that apply to a wide variety of environments and occupations. The key to a successful job search is being able to explain to a prospective employer what it is you do well. When writing your resume keep in mind the skills that an employer may be looking for. Highlight the skills that best fit your career objective.

The following simple exercise is designed to help you identify your skills. Write yours below.

A. FUNCTIONAL

Skills that enable you to relate to data, people and/or things.

Examples:

- Communication/Selling
- Interactive/Counseling
- Research/Analyzing
- Managerial/Supervising

B. SELF MANAGEMENT

Skills related to the management of you in relation to others and/or the work environment.

Examples:

- Coping with deadlines
- Attention to detail
- Risk taking
- Sense of human dignity
- Loyalty

C. CONTENT SPECIFIC

Skills that require specific training.

Examples:

- Computer skills
- Fluency in foreign language
- Proposal writing
- Account management

RESUME WORKSHEET

EDUCATION

Name and location (city, state) of colleges/universities/training programs from which you earned a degree or certificate.

Institution _____ City _____ State _____

Degree Earned (Bachelor of Arts, Science, Bachelor of Science in Education, Bachelor of Social Work, Master of Arts, etc) _____

Month and year degree was (or will be) awarded _____

Overall GPA _____ (if a 3.0 or above) GPA in Major _____ (Include only if higher than overall GPA)

Major _____ Minor (if any) _____

RELEVANT COURSES

List courses taken in major (and minor), as well as any skill courses and honors (such as computer applications, technical writing, etc.) that might be useful in a job setting.

EXPERIENCE

Write out this information for each job or position of responsibility you have had, regardless of whether it was paid, volunteer, part-time or temporary. Include student teaching, field experience, co-op or internship experiences.

Employer _____

Employer's Location (city) _____ (state) _____

Beginning and Ending Dates of Employment (month and year) from _____ to _____

Your Job Title _____

Type of Company/Organization (products or services produced)

What were your responsibilities?

Describe actual tasks you performed.

Describe your accomplishments, or the results of your work.

KEY WORDS

The words that you use to describe your experience, activities and other categories should convey skills that you have developed and what you have to offer an employer. To do this you need to use strong action verbs and self-descriptive words. This will help to get the potential employer's attention. One thing to beware of when using these words is that you do not want to sound boastful or arrogant. In addition to using action verbs, make certain that you use concise phrases, instead of complete sentences, and quantify as often as possible.

ACTION VERB LIST

accelerated	began	controlled	elaborated	
accomplished	bolstered	convinced	elected	greeted
accepted	boosted	cooperated	eliminated	grew
accounted for	bought	coordinated	emphasized	grossed
accrued	briefed	copied	employed	guaranteed
accumulated	brought	corrected	encouraged	guided
achieved	budgeted	counseled	energized	handled
acquired	built	counted	engaged	hasted
acted	calculated	created	engineered	headed
activated	cataloged	credited	enhanced	healed
actualized	caused	critiqued	enjoyed	heightened
adapted	chaired	dealt	enlarged	helped
added	changed	debated	enlisted	highlighted
adhered	charted	debriefed	ensured	hired
adjusted	checked	debugged	entered	housed
administered	chopped	decided	entertained	identified
advertised	chose	deciphered	established	illustrated
advised	clarified	decoded	estimated	implemented
affected	classified	decreased	evaluated	improved
affirmed	closed	defined	examined	included
afforded	coached	deflected	excelled	incorporated
aided	coded	delegated	exchanged	increased
allocated	collaborated	deleted	executed	indexed
alphabetized	collected	delivered	exercised	indicated
analyzed	combined	deregulated	expanded	influenced
animated	commanded	demonstrated	expedited	informed
announced	communicated	derived	explained	initialized
anticipated	compared	described	explored	initiated
applied	completed	designed	exposed	innovated
appointed	compiled	detailed	extended	inspected
appraised	completed	determined	extrapolated	inspired
approved	composed	developed	facilitated	installed
arbitrated	computed	devised	familiarized	instituted
argued	conceived	devoted	financed	instructed
arranged	concentrated	dialogued	fixed	insured
ascertained	conceptualized	digested	forecasted	integrated
assembled	conciliated	diminished	foresaw	interested
assessed	concluded	directed	formulated	interfaced
assigned	conditioned	discovered	fostered	internalized
assisted	conducted	discussed	founded	interpreted
assumed	conducted	dispersed	functioned	interviewed
assured	configured	displayed	furnished	introduced
attained	considered	distributed	gained	investigated
attended	constructed	documented	gathered	invented
audited	construed	drafted	generated	inverted
augmented	consulted	earned	governed	involved
authorized	continued	edited	graded	issued
automated	contracted	educated	granted	joined
awarded	contributed	effected	graphed	ju
	leased	licensed	located	managed
labored	lectured	linked	mailed	manipulated
launched	led	loaded	maintained	mapped out

marketed	pioneered	recruited	scanned	supported
mastered	placed	rectified	scheduled	surmounted
maximized	planned	redesigned	scored	surveyed
measured	played	redecorated	scouted	syndicated
mediated	practiced	reduced	screened	tabulated
merchandized	predicted	reentered	scrutinized	targeted
merged	preempted	registered	sculptured	taught
ministered	prepared	regulated	selected	telecommunicated
moderated	presented	rehired	sensed	televised
modified	presided	related	served	terminated
molded	processed	reimbursed	set up	tested
monitored	procured	reinforced	shaped	tightened
motivated	produced	related	shipped	took
multiplied	profited	released	showed	totaled
named	programmed	relocated	sifted	toured
narrated	prohibited	repaired	simplified	tracked
navigated	projected	replaced	smoothed	trained
negotiated	promoted	replenished	sold	transacted
netted	proofed	reported	solicited	transferred
networked	proposed	represented	solved	transformed
neutralized	protected	required	sorted	translated
normalized	proved	requisitioned	sought	transmitted
notified	provided	rescued	spearheaded	traveled
notarized	publicized	researched	specified	treated
observed	published	reshaped	spoke	troubleshoot
obtained	purchased	resolved	sponsored	tutored
officiated	qualified	responded to	stabilized	typed
opened	quantified	restored	staffed	uncovered
operated	quickened	resulted in	started	used
orchestrated	questioned	retained	stimulated	utilized
ordered	raised	retired	straightened	validated
organized	rated	retooled	streamlined	verified
overcame	realized	retrained	strengthened	video taped
oversaw	received	retrieved	structured	visualized
painted	reclaimed	returned	studied	vocalized
participated	recognized	revamped	styled	voiced
perceived	recommended	revealed	submitted	waived
performed	reconstructed	reviewed	succeeded	won
persuaded	recorded	revised	suggested	
photographed	recouped	rewired	summarized	
piloted	recovered	robotized	supervised	
pinpointed	recreated	routed	supplied	

EMPLOYMENT HISTORY - DUTIES AND RESPONSIBILITIES

- ___ Utilized management skills to....
- ___ Provided services for...
- ___ Replenished depleted supplies...
- ___ Acted as liaison for...
- ___ Monitored inventory control of stock...
- ___ Motivated employees by...
- ___ Assisted in the production of...
- ___ Supervised staff scheduling...
- ___ Resolved customer complaints and grievances...
- ___ Operated various machinery...
- ___ Created, prepared and implemented...
- ___ Promoted sales campaigns...
- ___ Cross trained in several areas...
- ___ Completed daily reports...
- ___ Compiled productivity paperwork...
- ___ Delegated responsibilities to...
- ___ Interpreted government contracts...
- ___ Facilitated the development of...
- ___ Organized daily activities for...
- ___ Interacted daily with foreman...
- ___ Analyzed program objectives...
- ___ Coordinated activities...
- ___ Interfaced with supervisors and staff...
- ___ Managed several employees...
- ___ Evaluated subordinate's performance...
- ___ Initiated contact with customers...
- ___ Implemented management guidelines...
- ___ Computed employees payroll...
- ___ Responsible for quality control...
- ___ Maintained specified standards...
- ___ Inspected for quality of workmanship...
- ___ Provided clerical duties...
- ___ Supervised cleanup of work space...
- ___ Prepared appropriate paperwork...
- ___ Processed data for daily bookkeeping...
- ___ Reorganized filing procedures...
- ___ Distributed and received correspondence...
- ___ Monitored shipping and receiving...
- ___ Developed and taught...
- ___ Provided training and orientation for new employees...



When designing a resume, keep in mind the order of information. Although it is appropriate to list experience in reverse chronological order, be sure that the most relevant information appears nearest the top of the page. Your resume will be viewed very quickly - make every second count! If your most recent work experience is not the one you would like to highlight, create a separate section heading for it and put the section immediately under your **Education** heading. If including **Relevant Courses, Activities**, or skills think carefully about the order in which you list those items. When describing Student Teaching, consider listing unique accomplishments/duties above other important accomplishments. Obviously, be sure that your **Teaching Experience** or **Student Teaching** is very near the top of the page.

You can find additional information on writing resumes, cover letters, and interviewing in The Office of Cooperative Education and Career Services, on our website – Resume Preparation link and by attending workshops

ANITA TEACHING JOB

PO Box 210 * 123 Main Street * Radnor, PA 19087
610-998-1234 * e-mail: anitajob@cabrini.edu

OBJECTIVE Seeking a professional position in Early Childhood or Elementary Education

EDUCATION

Cabrini College, Radnor, PA

Bachelor of Science in Early Childhood and Elementary Education - (year); Major GPA: 3.7, Overall GPA 3.2

HONORS

PSEA President (year), Dean's List (list years), Mastronardi Service and Leadership Scholarship Award (year), Student Government Leadership Award (year)

STUDENT TEACHING

Devon Elementary School, Devon, PA

January-May (year)

- Prepared and implemented lesson plans and unit plans in all subjects
- Constructed Individual Education Plans
- Participated in assessment and behavior modification procedures for individual children
- Interacted with parents to provide feedback on each child's progress

FIELD EXPERIENCE

St. Donato School, Philadelphia, PA

Third Grade – Fall (year)

Beaumont Elementary School, Berwyn, PA

Fourth Grade – Spring (year)

Culbertson Elementary School, Newtown Square, PA

First Grade – Fall (year)

Visitation B.V.M., Norristown, PA

Second Grade – Spring (year)

The Children's School at Cabrini College, Valley Forge, PA

Pre-School – Fall (year)

WORK EXPERIENCE

ESF Summer Camps, Radnor, PA

Counselor/Group Specialist - Summers (list years)

- Created and implemented various activities for approximately 19-23 six and eleven year old children
- Worked in Malvern, PA and Greenwich, CT (Camp locations)

Project Discovery, West Chester, PA

Specialist - Summer (year)

- Implemented various hands-on Science activities for four-year-old through fourteen-year-old children

SKILLS Fluent in Spanish, soccer coach for area leagues; MAC, Word, Excel, Internet Research

PROFESSIONAL AFFILIATIONS Pennsylvania State Education Association

CREDENTIALS Available upon Request

Jane Smith

Current Address

**Box 210 Cabrini College
610 King of Prussia Road
Radnor, PA 19087**

Permanent Address

**Street
City, State, Zip code
E-Mail Address**

OBJECTIVE A position teaching elementary grades K-6

EDUCATION Bachelor of Science: Elementary /Early Childhood Education *month/year*
Cabrini College, Radnor, PA
Completed **National Teacher Examination (NTE)** for PA and NJ

STUDENT TEACHING

First Grade, Devon Elementary, Devon, PA *month/year - present*

- Conducted anecdotal record keeping to assist with planning a behavior modification program
- Executed whole language technique through trade book with class
- Prepared Individual Education Program (IEP)
- Created twelve learning packets for Math and Language Arts
- Attended child study team meetings and daily team meetings
- Used systemized lesson planning emphasizing long and short term goals and assessments and strategies to extend higher level thinking for students
- Implemented positive classroom management strategies

FIELD EXPERIENCE

First Grade, Devon Elementary, Devon, PA *month/year*
Sixth Grade, St. Dorothy's Elementary, Springfield, PA *month/year*
Pre-School, Central Baptist Nursery School, Wayne, PA *month/year*
Kindergarten, Devon Elementary, Devon, PA *month/year*
Second Grade, Woodland Elementary, Trooper, PA *month/year*

ADDITIONAL EXPERIENCE

Private Child Care – Harrisburg, PA *month/year - present*

- Care for and supervise four boys, ages 18 months to ten years

Waitress and Hostess – **Chili's Restaurant**, Wayne, PA *year(s)*

- Provided impeccable customer service
- Effectively handled customer complaints
- Learned to work as an effective team member under time pressure

ACTIVITIES

Member, PSEA
Subscribe to Early Childhood Today and Teacher's Helper (Grade One)
Workshop participation: Educational Law, professional staff workshop on child sexual abuse prevention, planning/executing a successful field trip.
Volunteer, Children's Day School at Cabrini College

Credentials available upon request

Rita Booke

Street Address, City, State, Zip
Phone; e-mail address

- Objective:** Teaching position within the Archdiocese of Philadelphia
- Education:** **Cabrini College**, Radnor, PA
Bachelor of Arts: History (month/year); GPA 3.7
Secondary Education Certification
- Honors:** Phi Alpha Theta – History and Political Science Honors Society (years)
Dean’s List (years)
- Relevant Courses:** -Historiography-Extensive research culminating in writing a 15 page paper
-Social Science Curriculum Methods – Wrote lesson plans, discussed teaching methods
-Catholic Church in America – Studied Church pioneers, Dorothy Day & Fulton Sheen
-Reading and Writing In Content Areas - Teaching students to read and understand texts
-Education Psychology –Study the works of Piaget and other child psychologists
-Developmental Psychology – In-depth look into the psyche of children
-Foundations of Education – Understanding education in America, past, present, and future
- Experience:** **Substitute Teacher**, St. Donato School
(months/year), city, state
- Substitute taught grads, 1, 3, 5 and 6
 - Developed lesson plans as well as fulfilled full time teacher plans
 - Performed all relevant tasks including homework help, recess and lunch duty
- Tutoring**, St. Donato School
(months/years), city, state
- Tutored Title One-eligible students in math, language arts and independent projects
 - Worked with grades, 3, 4 and 7
- Co-Facilitator**, Cabrini College
(months/years), city, state
- Helped orient first-year students to college life
 - Attended College Success classes with first year students weekly as well as on-and-off campus learning experiences
- Day of Service Leader**, Cabrini College
(months/years), city, state
- Supervised 20 or more student volunteers
 - Volunteered at sites including Don Guanella School and Greater Philadelphia Coalition Against Hunger
- Freshmen Retreat**, Cabrini College
- Escorted first-year students on a spiritual retreat to Wildwood, NJ
- Skills:** Microsoft Office Suite, Internet Proficient, conversant in Spanish
CPR and First Aid Certified
- Clubs:** Spain: Toured historic churches in major cities (year)
History/Political Science Club (years)

Credentials available upon request

Master of Elementary Education Resume

Full Name

Street
City, State, Zip

e-mail address
Telephone number

Objective: To obtain an elementary education teaching position.

Experience: *Cabrini College* Radnor, PA

(Year-Year) **Graduate Assistant** – Library

- Provide research assistance to graduate and under graduate students.
- Support the organization of the library's research materials.

(Month-Year) *Our Lady of the Assumption School* Strafford, PA

Classroom Aide

- Supported classroom management of pre-school children.
- Supervised the educational activities of the students in gym and music.

(Years) *PTS Learning* King of Prussia, PA

Documentation Writer (years)

- Wrote and edited training and educational documentation for Microsoft products.

Quality Assurance (years)

- Tested and documented software.

(Years) *NewNet, Inc.* Shelton, CT

Technical Writer

- Created documentation for telecommunications software.

(Years) *Carnival Enterprises* Minneapolis, MN

Editor

- Edited and produced Children's non-fiction publications.

(Years) *Jane's Information Group*

Assistant Editor

- Edited and researched material for defense and aerospace publications.

Education: M.Ed. expected (year), Cabrini College, Radnor, PA (GPA: 3.96)
B. A. Political Science (Name of College); city, state

Qualifications: Proficient in Microsoft Office Suite
Children's author (published under (name))
Roller Skating published by Capstone Press (year)
The Boston Marathon published by Creative Education (year)

Professional Development: Handwriting Without Tears (year)

Credentials available upon request

Non-Traditional Undergraduate Elementary Education Resume
Full Name

Street, City, State, Zip, Phone Number, E-mail

OBJECTIVE: Seeking a professional position in Elementary Education

EDUCATION:

Cabrini College, Radnor, PA

Bachelor of Science Degree – Elementary Education (May year) GPA: 4.0

HONORS:

Valedictorian nominee for Cabrini College – Commencement (year)

STUDENT TEACHING

Garnet Valley Elementary School, Glen Mills, PA – (months/year)

- Planned and executed lesson plans and unit plans in all subjects
- Created and implemented PowerPoint program of Daily Edits
- Constructed and taught Science Unit on Pollution
- Participated in assessment and behavior modification procedures

ADDITIONAL TEACHING EXPERIENCE

Our Lady of Fatima, Secane, PA

Parish Religious Education Instructor – (months/years)

- Created and taught curriculum to fifth grade students in various aspects of their faith

Pre-Cana Instructor – (months/years)

- Conducted classes for couples on techniques for effective communication

VOLUNTEER EXPERIENCE:

Our Lady of Fatima, Secane, PA

Lunch Aide/Classroom Volunteer – (years)

- Aided teachers in paperwork processing and assessment grading
- Occasionally monitored class during teacher's absence

Boys' and Girls' Track Program Aide – (years)

- Assisted both boys' and girls' track coaches during practice and meets

EMPLOYMENT HISTORY

Thomas Chevrolet, Media, PA

Receptionist/Cashier – (month/year to present)

- Receive and direct customers and customer calls
- Collect payment for service repair orders

Harden Painting Contractor, Morton, PA

Office Manger – (months/years)

- Supervised customer contact and job scheduling
- Prepared daily, weekly, monthly and annual accounting reports
-

SKILLS: Proficient in Word, Excel, PowerPoint, Access, Outlook, Internet Research

Credentials available upon request

Name

Street, City, State, Zip, Phone Number, E-mail

OBJECTIVE

Seeking a social studies teaching position in a middle school or high school environment that provides opportunities for facilitating the extra-curricular growth of students in addition to their academic growth.

EDUCATION

Cabrini College, Radnor, PA

Master of Education (expected year)

Certification in secondary level social studies (expected May year)

Villanova University, Villanova, PA

Bachelor of the Arts in History (year)

- Concentration in Modern U.S. History

STUDENT TEACHING

Spring-Ford High School, Royersford, PA

January-May (year)

- Prepared and implemented unit plans and lesson plans to compliment the exciting curriculum
- Implemented modifications in strict adherence with Individual Education Plans
- Developed formative and summative assessments to assist in guiding student progress
- Enacted behavior modification procedures for individual students

WORK EXPERIENCE

Colonial School District, Plymouth Meeting, PA

Substitute Teacher (Month year – Present)

- Implemented daily lesson plans
- Demonstrated flexibility and ability to adapt to multiple classroom settings in a given day
- Established positive rapport with students and faculty members

SKILLS

Proficient in the implementation of smart boards in lesson plans

Familiar with and have worked within the “classrooms for the future” program

REFERENCES

References available upon request

Full Name**Street, City, State, Zip, Phone Number, E-mail**

OBJECTIVE: *Seeking a position as a middle or high school math teacher in either a high school or middle school setting*

EDUCATION

Cabrini College - Radnor, PA

Bachelor of Science in Mathematics with a concentration in Secondary Education, Minor in Psychology

Overall GPA: 3.92, expected graduation Month (year)

STUDENT TEACHING

Upper Merion High School, King of Prussia PA. – *Semester (year)*

- Taught Algebra 1, Instructional Support Math, Instructional Support Algebra 1, SAT Prep Math
- Prepared and implemented lesson plans; participate in assessment and behavior modification procedures
- Interacted with parents to provide feedback on students' process
- Attended faculty meetings, professional developmental in-services, department meetings, Algebra 1 transition meetings within the middle schools;
- Uses technology in lessons to incorporate the district's 1-to-1 laptop initiative

FIELD EXPERIENCE

St. Denis Grade School, Havertown PA – *Semester (year)*

Annunciation B.V.M Grade School, Havertown PA - *Semester (year)*

Upper Merion High School, King of Prussia PA. – *Semester (year) and Semester (year)*

Villa Maria Academy, Malvern PA – *Semester (year)*

PROFESSIONAL EXPERIENCE

Math Tutor, Gameface Tutoring, Wayne PA – *Month (year)-present*

- Tutored students in grade 6-11 in various math classes; Tutored students with learning disabilities

Calculus and College Math Classroom Coach/Peer Tutor, Cabrini College, Radnor PA – *Semester year(s)*

Ticket Office Manager, Brookhaven Swim Club, Brookhaven PA. – July (year)-present

Culinary Department, Granite Farms Estates, Media PA – *Month (year)-present*

Student Ambassador, Cabrini College, Radnor PA – *Semester (year)- Semester (year)*

ACADEMIC ACHIEVEMENTS

Awarded the Most Outstanding Student Teacher in Secondary Education, *Semester (year)*

Achieved highest GPA within the math major, *Semester (year)*

Winner of the 2010 Cabrini College Green Heart Award, *Semester (year)*

Who's Who Among Student in American Universities and Colleges Award, *Semester (year)*

First Year Writing Award on an essay written on Elie Wiesel's Night, *Semester (year)*

Presentation at Technology conference on Math Homework Lab, *Semester (year)*

- One of the few students to present as a classroom coach on the new online homework lab at Cabrini
- PDE Research/Presentation at MAA EPADEL at the University of Sciences in Philadelphia, *Semester (year)*
- Research with math department chair and presentation at the MAA conference on the wave equation

SCHOOL/SERVICE ACTIVITIES

President of Cabrini College Chapter of Habitat for Humanity, *Semester (year)-present*

President of Sigma Zeta (Math and Science honors society), *Semester (year)-present*

Vice-President of Kappa Delta Pi Sigma Rho Chapter (Education honors society), *Semester (year)*

Member of Delta Epsilon Sigma (Catholic college honors society), *Semester (year)-present*

Member of Phi Beta Delta (International honors society), *Semester (year)-present*

SKILLS: Microsoft Office, Internet Proficient, SMART software, CognitiveTutor, WileyPlus, Quia online

Credentials available upon request

Traditional Undergraduate Chronological Secondary Education Resume

Full Name

Street, City, State, Zip, Phone Number, E-mail

Qualifications

Self Motivated and detail-oriented with a keen ability to build community; organize people and events

Education

Cabrini College, Radnor, PA May 2010

Secondary Education Certification, Social Studies and Bachelor of Arts, History GPA: 3.9

Work Experience

Student Teacher, Drexel Hill Middle School, 8th grade, Drexel Hill, PA (Semester Year)

- Facilitated daily learning activities in four social studies classes and one reading intervention class
- Created engaging and differential instruction materials
- Collaborated with and gained valuable hands on experience from a team of six experienced teachers
- Co-taught one class per day with a special education teacher
- Worked with the “History Alive!” and “Great Books” curriculum

Outreach Minister, Cabrini College, Radnor, PA (Month Year – Month Year)

- Founded and implemented Community Service and Outreach Club, responsible for student and staff collaboration of service activities and student leadership development
- Coordinated logistics of student service trips to WV, including transportation, safety and educational reflections
- Led activities in collaboration with Catholic Relief Services, with focuses on advocacy and food security awareness

Resident Assistant, Cabrini College, Radnor PA (Month Year – Month Year)

- Planned, coordinated and executed community building and personal development programming
- Successfully mediated conflicts and counseled peers

Lifeguard, West Chester, PA (Month Year – year)

- Monitored activities to promote a safe environment
- CPR and First Aid Certified

Urban Seminar, Philadelphia, PA (Month Year)

- Observed and collaborated with an experienced urban educator in a two week field experience
- Attended urban education focused training provided by the Philadelphia School District’s administrators and specialists

Student Leadership and Volunteer Experience

Volunteer Coach of Radnor High School Rugby

Immersion trip participant, West Virginia and Ecuador

Youth Empowerment Program Summer Leader

MLK Day of Service Leader

Professional Growth and Training

Poverty Scholars Leadership School

Credentials available upon request

First Name Last Name

Address, City, State, Zip

Phone Number * email

OBJECTIVE: Seeking a professional position in the elementary grades that provides an opportunity to facilitate academic, social, and personal growth of students.

EDUCATION: Cabrini College, Radnor, PA (Month yr-present)
Pursuing Master of Education Degree
Certification in Elementary Education (Month year)
3.87 GPA

Temple University, Philadelphia, PA (Month yr)
Bachelor of Arts Degree, Communications

HONORS: Completed Student Teaching semester with a "Pass with Honors" final grade.

STUDENT TEACHING:

Willow Hill Elementary School, Willow Grove, PA (Months year)

- Planned and executed daily lesson plans for all subjects
- Created and implemented ActivBoard lessons for use on the classroom Promethean Board
- Created instructional systems for Health and Science
- Created multiple alternative learning activities for use in the classroom
- Responsible for the management and completion of all daily classroom procedures

ADDITIONAL EXPERIENCE:

Radnor Middle School, Radnor, PA (Month yr)

Paraprofessional

- Assisted teachers in grades six through eight with carrying out daily lesson plans in math, reading, Spanish, and science classes
- Responsible for aiding multiple students enrolled in the emotional support program
- Assisted the school nurse with clerical duties and first aid/sick care of students when needed

The Goddard School, Moorestown, NJ (Month yr)

Head Preschool Teacher

- Planned and executed age appropriate lessons for the four-year old preschool classroom
- Interacted with parents daily and reported on the progress of their child
- Carried out classroom and playground procedures to ensure the safety of each student

Parkway School, Mount Laurel, NJ (month yr)

- Observed Kindergarten, first, second, third, and fourth grade classrooms
- Assisted teachers with lessons
- Interacted with students and participated in daily routines

EMPLOYMENT HISTORY:

Slack, Incorporated, Thorofare, NJ (years)

National Account Manager

- Managed the sale of advertising for four-multi-million dollar medical journals and three medical association journals

Advent Security, Oreland, PA (years)

Administrative/Sales Assistant

- Supported Sales Manager and sales team with the management of schedules, tracking sales leads, preparing proposals, and executing contracts

SKILLS: Promethean Board Technology, MS Office, Internet proficient, excellent leadership, communication, and writing skills

Credentials upon Request

Full Name
Street Address
City, State, Zip
Phone number
Email

PROFESSIONAL EXPERIENCE

RADNOR TOWNSHIP SCHOOL DISTRICT

Substitute Teacher

Currently working as a per-diem substitute teacher for all three elementary schools in the district.

Radnor, PA

month/year-Present

Student Teacher

month(s)/year(s)

Actively engaged twenty second graders at Radnor Elementary School in a constructivist learning environment filled with manipulative, hands-on learning experiences, and essential questions. Fostered both intellectual and emotional growth of students, paying special attention to the unique capabilities and needs of each child.

Substitute Aide

month(s)/year(s)

Provided one-on-one instructional support to students with special needs, as well as administrative support to grade-level teachers, for all three elementary schools in the district.

DELOITTE & TOUCHE

Manager, Management Consulting Division

Chicago, IL

year(s)

Consultant to the information systems department of various businesses. Responsible for selecting software, designing information systems and interfaces, implementing software, writing user documentation, and conducting training classes.

EDUCATIONAL CREDENTIALS

CABRINI COLLEGE

M.Ed with Distinction

Radnor, PA

month/year

Received an exemplary performance evaluation for student teaching. Recommended for "Most Outstanding Student Teacher" in Elementary Education.

UNIVERSITY OF CHICAGO GRADUATE SCHOOL OF BUSINESS

MBA, Marketing and Finance

Chicago, IL

month/year(s)

HOOD COLLEGE

BA, Cum Laude, Information and Computer Science

Frederick, MD

month/year

INTERESTS AND ACTIVITIES

- Established an elementary school children's book publishing company, still flourishing today and published over 750 children's books
- Worked with school administrators, teachers, and parents to develop school-wide informational directories, musical theatre productions, and cultural arts activities in an elementary school setting.
- Taught pre-school children in Sunday School and Church camps
- Fluent in Microsoft Word, Excel, and PowerPoint
- Have retained a personal love of music, which includes singing and playing the piano, and flute.

Credentials upon Request

LETTERS OF RECOMMENDATION

Prospective employers will request letters of recommendations.

Plan ahead to request letters of recommendation from professionals who can comment on your work in the classroom – as both a student and a teacher.

Explain to references (in person or, better yet, in a note) the areas about which you would like them to write. By doing this, you can assure that each letter will speak to different skills and attributes which will help hiring officials get a complete picture of your talents. (Three letters which say you're wonderful are not particularly useful to hiring officials trying to select the best teacher from among a large applicant pool. They need specifics.)

Provide each of your references with **a copy of your resume** and any other information which might be helpful as they write your letters. This will assist them in writing an informed letter regarding your unique skills and attributes.

Make sure your references have, in writing, the administrator's name, school, address and copies of instructions about a particular letter. Some school districts have specific questions for references to answer.

Provide your references with deadlines, and with correctly addressed envelopes with postage. *Again, remember to allow them ample time to write your letter of recommendation!*

Write your references thank-you notes to let them know you appreciate their time and effort.

COVER LETTERS

Do:

- Send a cover letter with every resume you send

Don't:

- Address to just a title or department

- Address letter to a specific person and title
 - Type each letter individually
 - Limit to 1 page containing 3 - 4 paragraphs
 - Sign your name
 - Be pushy or assuming
 - Mass produce
 - Forget to sign your name
-

ELEMENTS OF A COVER LETTER (What You Should Include)

Your Street Address
City, State, Zip Code
E-mail address

The Date

(Space Down Four Spaces)
Dr. John Walker, Superintendent
Great Valley School District
Street Address
City, State Zip

Dear Dr. Walker:

The opening paragraph should state why you are writing and why you are interested in the organization. If you are writing a letter of application, you should name the position for which you are applying and tell the employer how you became aware of it. A letter of inquiry should provide evidence of your career-mindedness; it helps to refer to specific job functions, if not titles. If you were referred to the employer by someone such as a career counselor, a former employer, or an aunt, this is also the best place to mention that person's name and to point out that s/he suggested you write.

The middle paragraph draws attention to your resume and highlights specific skills relevant to the potential employer. Present your motives for seeking employment with this organization and cite achievements and qualifications related to the position desired. If you have qualifications that are not noted on your resume, this is your opportunity to discuss them.

The closing paragraph states what you will do next (such as calling to arrange an interview at the employer's convenience) or what you would like the recipient of the letter to do next. An assertive statement explaining what you plan to do, and what you hope the employer will do, is harder to ignore than a vague request for consideration.

Sincerely,

(Signature here)

Your name typed

Enclosure (This indicates that your resume or additional materials are enclosed.)

SAMPLE COVER LETTER

John Doe
Box 150, Cabrini College
610 King of Prussia Road
Radnor, PA 19087
Jdoe@cabrini.edu

Date

Dr. Sharon V. Nelson
Superintendent
Oxford Area School District
119 South 5th Street
Oxford, PA 19363

Dear Dr. Nelson:

I am very interested in teaching in an elementary school in the Oxford area. I am writing to inquire if any vacancies are anticipated for the (years) academic year. I will graduate from Cabrini College in May and will have completed all requirements for elementary certification by that time.

Currently, I am student teaching at New Eagle Elementary School where I am working in a team teaching situation with first and second graders. I had the opportunity to observe and learn from several teachers and work with small groups. Presently, I am taking on responsibility for classroom instruction. In March, I will be working with a fourth grade class at Hancock Elementary School in Norristown. Please refer to the enclosed resume for further information regarding my experiences.

I have completed my application on-line at www.pareap.net and will be happy to provide you with additional materials you request. I will follow up in two weeks to confirm your receipt of my resume and look forward to speaking with you further. Thank you for your time and consideration.

Sincerely,

John Doe

Student's Full Name
Address
City, State Zip code
Email
Phone

Date

Employer's Name
Street Address
City, State Zip code

Dear:

I am pleased to present my resume to you for your consideration for a position as an Elementary School Teacher in the _____ School District.

As my resume indicates, I have a Bachelor of Arts Degree and am in pursuit of my Master in Education Degree. I am certified to teach grades Kindergarten through sixth in the state of Pennsylvania. I have experience in the classroom setting through student teaching, as a Paraprofessional for emotional support students, and as a Head Preschool Teacher of a private preschool.

Throughout the course of my career and studies, I had the opportunity to teach a diverse group of students. As a result, I have become proficient in differentiating lesson plans to meet the needs of all learning styles. I had the fortunate opportunity of student teaching in a classroom that was equipped with extensive classroom technology. This experience has given me the ability to easily incorporate technology into a lesson to keep students engaged and focused.

I believe that a dynamic classroom fosters quality education. I aim to prove my teaching practice each year and am always willing to try new ideas in order to facilitate academic and personal success in all of my students. I love being a teacher and devote a great deal of my personal time to my profession.

I look forward to discussing with you the many ways in which I can make a positive impact in your school and for your students. Thank you in advance for your time and consideration.

Sincerely,

Signature (here)

Enclosure (Your Name Typed)

SAMPLE COVER LETTER

Mary S. Brown
110 Chestnut Ave.
Anytown, PA 19999

May 5, 20—

Mr. Robert Myers, Principal
My Favorite Elementary School
224 Oakwood Court
YourTown, PA 19995

Dear Mr. Myers:

I am seeking an elementary teaching position in your school system. I feel I have the experience, enthusiasm, and sensitivity toward students' needs and circumstances to be considered for such a position. My resume is enclosed.

I have used the (name of program) for the past five years to instill responsibility and create a good learning environment for my students. I am a dedicated teacher who does many extra programs in her classroom. Some recent programs I have been involved with are:

- Father's Breakfasts
- Grandparent's Day Gala
- Mother's Day Programs – Talent Shows
- Senior Class Graduation
- Hobby Shows
- Screening Program for Kindergarten
- New Handbook for Kindergarten

I believe in a classroom where quality education happens. I aim to improve each year and am willing to try new ideas. I love being a teacher and devote a great deal of my personal time to my job. I look forward to sharing more of my ideas with you in an interview.

Sincerely,

Mary S. Brown

enclosure

SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

Questions Frequently Asked By An Interviewer:

1. What made you decide to become a teacher?
2. What is the most important aspect of teaching to you?
3. What do you do with the child who hates school?
4. What interests you about working with elementary/secondary school students?
5. Tell me about your experience working with culturally diverse classes.
6. What are your strong points as a teacher?
7. What areas have you identified and targeted for improvement?
8. How do you intend to go about strengthening those deficiencies?
9. What books or magazine do you read for pleasure or professionally?
10. Do you have a hero? Who and why is s/he your hero?
11. What is your philosophy of teaching? Describe your teaching style.
12. What kind of resources do you like to use in the classroom?
13. Describe your level of proficiency with technology. How would you incorporate technology in your class?
How would you teach science using technology?
14. How does a child know if you are a good listener?
15. How do you motivate a class with differing needs? What is a multi -aged grouping or a multi-level classroom?
16. What should you do with students who finish early and are ready to move on?
17. What is your favorite children's book?
18. Are you familiar with DAP (Developmentally Appropriate Practices)? What is your reaction to this trend?
19. What is your reaction to each of these other educational trends? Whole Language vs. Phonics, Multi-AgeGrouping, Performance Assessment/Rubrics, Instructional Support Teams (IST)?
20. How would you physically set up a primary (K-2) classroom? A third - sixth grade classroom?
21. How would you evaluate student progress?
22. Define current curriculum trends in your area.
23. Describe the format you use to develop a lesson.
24. Describe a lesson plan you have developed. What were the objectives, the format of the lesson and how did you evaluate whether or not the objectives were achieved? How would you bring a lesson to closure?
How would you assess the knowledge and understanding the students have of your lesson?
25. What provision have you made for the slow learner?
26. What would be your attitude and reaction to an administrative decision with which you do not agree?
27. How do you feel you will go about fitting into an established teaching staff that has had little turnover?
28. What are your plans for future improvement of professional skills?
29. How would you incorporate inclusion children in your classroom?
30. Would you employ peer tutoring in your classroom? In what instances?
31. How would you implement a classroom management plan? What would it look like?
32. With what discipline programs are you familiar?
33. How would you discipline students? What if it doesn't work ?
34. Give me an example of a difficult discipline situation you had with a student and how you handled it.
Would you handle it differently now?
35. How would you foster acceptance, tolerance and understanding in your classroom?
36. What is the first thing you will say to your students on opening day?
37. Are there any extracurricular activities you would be willing to lead or co -lead?
38. What kind of working relationship do you prefer with your department chair/principal?
39. Under what circumstances would you communicate with parents?
40. How would you teach reading without a Basal reading program?
41. Give four words that describe you as a teacher that you would want your students to know.
42. What would you want your students to say about you to their parents?
43. When would you talk to the principal?
44. What is your ideal classroom setup?
45. How would you tie the concepts of cultural diversity with the study of westward expansion?

46. Pick a unit of study in your favorite area and tell us how you would teach this unit to first and fifth graders.
47. John is a behavioral problem in your classroom. You have tried everything to correct his problems, but nothing seems to work. What is your next step?
48. A parent tells you they want their child out of your room. How do you respond?
49. If I gave you a blank check, what would I see in your class?
50. What is something that frustrates or angers you?
51. In a competitive teaching job market, what sets you apart as a candidate?
52. What is the role of the teacher in the community?
53. What type of student do you find most challenging to work with?
54. How do you keep classroom behavior under control?
55. When would you send a note home to parents?
56. When is group work appropriate? Inappropriate? Should we teach heterogeneous or homogenous groups? When would each be appropriate?
57. What are your long-term career goals and objectives? How have you come to determine these?
58. What do you plan to be doing in five years? Ten years?
59. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher?
60. What grade level do you prefer? Why?
61. How do you involve paraprofessional aides and parent volunteers in your classroom?
62. What activities/special events would you do to increase parent involvement?
63. How do you approach parent/teacher conferences?
64. Why do you want to teach in our school district?
65. What do you believe is the single greatest challenge for teachers?
66. What did you get from your major that would be helpful to us?
67. What makes a good team?
68. Name one instance in which you have been in a leadership position when you had to make decisions that had far reaching impact?

SITUATIONS:

You have a student who enters your classroom, everyday, crying because she wants to go home. It sometimes takes her over an hour to get herself under control. What would you do?

Suppose you are teaching a multi-level group of second graders in math. How would you accommodate all of the learning levels in that setting?

You are teaching fourth grade social studies. A student actively participates in class, completes homework and is eager to learn. When the first two tests are given, the student fails them. What is your plan?

Questions For Applicants To Consider Asking An Interviewer

Tell me about the backgrounds of students in this school.

How would you describe the relationship between the principal and the teachers?

What are your evaluation procedures?

Please describe your procedures for adopting textbooks.

May I have a tour of the school?

What kind of committee involvement is expected of new teachers?

Do parents tend to get involved in school activities?

What is your average turnover rate for teachers?

In your opinion, what is the best thing about working in this school?

INTERVIEWING TECHNIQUES

VERBAL AMMO

I AM.....I HAVE.....I POSSESS.....

STRONG COMMUNICATION SKILLS, for example...

QUICK LEARNER/THINKER, for example...

WORK WELL WITH ALL TYPES OF PEOPLE, for example...

FOLLOW DIRECTIONS WELL, for example...

WORK WELL INDEPENDENTLY, for example...

WORK WELL UNDER PRESSURE, for example...

TEAM PLAYER, for example...

SELF-MOTIVATED, for example...

DETAIL ORIENTED, for example...

ADAPTABLE TO NEW SITUATIONS, for example...

FLEXIBLE, for example...

DEPENDABLE, for example...

PUNCTUAL, for example...

CONSCIENTIOUS.....LOYAL.....HONEST.....

PREPARE by practicing your conversation and mode of dress

ADVICE: Know yourself and know what you want to tell the interviewer. Rehearse answers to every question you may be asked. If you are prepared with answers you will be less nervous and you will not ramble or say something inappropriate! Find someone to play the interviewer and practice with you. Talk to yourself in front of a mirror or into a tape recorder so you can hear how you really sound. Notice if you say “um” and “like” a lot. This may seem silly, but it will pay off. Also be aware of your body language. Non-verbals say a lot. BE sure you do not slouch, do seem attentive, do not fidget noticeably and do maintain eye contact.

Also, **know the employer.** Be prepared to have an intelligent conversation about their school district/school/agency/organization. Be sure to know their needs and let them know how you can fill those needs! It's up to the interviewee to make this match apparent!

ADVICE: You only have one chance to make a first impression! Decisions NOT to hire are often made in the first 30 seconds!!! Be sure you have given your interview clothes a practice run. Nothing could be more disconcerting for you than a skirt that hikes up too high when you sit down or a shirt collar that chokes you.

Women: for interviewing, wear a conservative color suit, light colored blouse or sweater, neutral hose, dress shoes and minimal jewelry. (Hint: carry an extra pair of pantyhose, just in case.)

Men: a blue or gray suit of good quality, light colored shirt and conservative tie, no earrings or chains showing, dark socks that match the suit, nothing denim.

Grooming: make sure that your shoes are polished, your fingernails clean and appropriately manicured, your breath fresh-smelling, your hair clean and neat and your makeup moderate. If you smoke, make sure that cigarettes don't show (or smell) in your pocket, pocketbook or on your breath!

THE INTERVIEW FORMAT

ARRIVAL

ADVICE: Allow yourself ample time to arrive at the interview site, but DO NOT ENTER until 10 minutes before the scheduled interview time.

- Greet the receptionist with a smile (they are often involved in hiring decisions).
- Hang up your coat, if possible. Refuse a cup of coffee. Do not smoke! Sit in a chair which permits you to rise easily.

INTRODUCTION

ADVICE: Make sure that you hear and remember the interviewer's name. Call the interviewer by name during the interview. Use Ms. or Mr. and use it frequently.

- Stand up when the interviewer enters, extend your hand and offer a **firm** handshake, maintaining eye contact, repeat the interviewer's name and SMILE! All this will convey the impression that you are really pleased to meet that person.
- When ushered into the office, remain standing until invited to sit.
- Begin and maintain body posture that shows energy, enthusiasm and confidence. (Avoid jiggling, toe tapping, hair pulling and hand wringing. Instead practice an alert, friendly posture and gestures.)
- The interview usually begins with pleasantries such as the weather or your travel to the site. These are called icebreakers and your job is to be pleasant and to help the interviewer begin the interview in a positive manner. It is a good idea to know what is going on in this world (from current events to sports) as that is often used as a beginning.

INFORMATION EXCHANGE

ADVICE: This is the core of the interview when the interviewer will be asking you questions designed to determine whether or not you possess the knowledge, skills and attitudes to effectively perform the job in that particular organization. This is where everything you have practiced comes into play.

- Be prepared to engage in a dialogue with the interviewer and avoid yes and no answers to the questions. Speak up and maintain eye contact.
- Do not be afraid to stop and think about an answer to a question. Who does not value a thoughtful individual?
- Use your stories for those frequently asked questions. Talk about what makes you special, especially in relation to personal qualities or skills relating to the job.
- Stay professional. Occasionally an interviewer will seem to be very informal, casual and friendly. Do not fall into a trap of losing your professionalism.
- NEVER bad-mouth a previous employer, a professor, your school, or anybody.
- Be enthusiastic. Even if you're scared, keep a positive attitude.
- Remember to ask the questions you have prepared. It is perfectly acceptable to refer to a written list.
- LISTEN to what is being said and asked and respond appropriately. Do not hesitate to ask for clarification.
- Maintain your poise, dignity and good humor.

CLOSING THE INTERVIEW

ADVICE: Be alert to signs that the interview is coming to a close and follow the interviewer's lead in ending the interview.

- Ask about the next step in the interview process.
- Ask for the interviewer's card.
- Restate your strong points and show enthusiasm and interest for the position and if you want to, say you would like the job.
- Thank the interviewer for seeing you and state how much you enjoyed the interview.
- Leave with a smile and a strong handshake.

AFTER THE INTERVIEW

ADVICE: What you do or don't do now could determine whether you are asked back for another interview or are offered the job.

- Make immediate notes about the interview including name of interviewer, any special problems with questions, things you handled well--and not so well, and future action that is to be taken. (See attached form "Post Interview Report" as a guide.)
- WRITE A THANK YOU NOTE within 24 hours after each interview. Make it as personal as possible so that the interviewer will remember you. If you have thought of something that you should have said or can provide some information the interviewer sought, so much the better. This thank you note may not be fancy, but it is impressive and does serve to enhance your candidacy. If you have seen more than one person, address the note to the lead or hiring person, but mention other people's names in your thank you. (See sample "Post Interview Thank You Letter" attached, but adapt it freely.)
- If you are asked to "stay in touch," do so.

THE SECOND INTERVIEW

It is rare that a candidate is hired for a professional position on the basis of one interview. If a candidate is interviewed on campus, he/she is usually called back to interview on site. If a candidate's first interview was at the district headquarters with the human resource professional or Superintendent, the candidate may be called back to interview at a specific school with the principal.

Second interviews can last from less than an hour to several days depending on the school district. You may be exposed to multiple interviews and asked the same questions over and over.

It is difficult to categorize second interviews, but these hints should help.

ADVICE: No matter how relaxed you are, maintain you professional demeanor at all times.

- Take several extra copies of your resume.
- Be prepared to answer more technical questions that have to do with actual job functions as well as "What would you do if..." questions.
- Be ready to accommodate different styles of the people you will meet - not all of them will be skilled interviewers.
- Keep your antenna out. If the school has brought you back, they are serious about you. Is this the kind of place where you would like to work?
- If you are invited to lunch, order something easy to eat so that conversation can be continued. Avoid strong smelling foods if you have afternoon interviews. Do not order an alcoholic beverage and do not smoke. Pay attention to your table manners. (In some organizations, where lunch with clients is an important part of the job, these things are very significant.)

- If offered a job, be ready to discuss your salary requirements.
- You do not need to accept a job on the spot. It is very professional to thank them for the offer, show enthusiasm and to request some time to think it over.

SALARY NEGOTIATIONS

ADVICE: Do not bring up the question of salary during the first interview, but do prepare by knowing the usual salary range for the type of position for which you are interviewing.

Salary negotiation can be the most anxiety-producing aspect of the interview process. As in other aspects of interviewing, your key to success is preparation. Before you begin any negotiation, you should investigate salary ranges and determine your personal needs.

I Researching Salaries

- Research salaries for positions in your field to determine current salary ranges. NACE Salary Survey, Job Search Handbook for Educators, www.pareap.net, www.cabrini.edu/careerservices, (click on salary surveys)
- Ask individuals already occupying comparable positions about low and high salaries. Establish an appropriate range.
- Call School Districts (HR Department) directly for salary info.

II Assessment of Your Financial Needs

- Estimate how much money you must have to meet your basic needs for one year, e.g., shelter, food, living expenses, student loan(s), credit card payments, etc.
- Based upon research, establish the lower and upper limits of your salary range.
- Determine the dollar figure you expect to get and will accept. Reconcile this figure with the amount estimated to cover basic needs.
- Salary alone is misleading. Be sure to consider the benefits package and the intervals at which salary adjustments are made.
- Remember that long term benefits and possibilities for growth might be more important than a higher starting salary.

III Basic Negotiation Techniques:

- Have a target salary figure in mind, based upon your research.
- Whenever possible, let the employer name a salary first. If you are creating a new position, you could ask the interviewer, "What do you feel a position like this one would be worth?"
- If the employer states a satisfactory salary range, always accept the top of the range, e.g., the interviewer says "The range of the job is \$31,000 to \$36,000 per year," and then you say, "36,000 will be fine."
- "What is the minimum salary you would accept?" should never be answered with a dollar amount. Respond with something like: "Thank you for your offer and your confidence in me. I am sure I can make a contribution to (school). I prefer to think about it for a few days and get back to you. I want to consider my options and feel assured about my decision."
- Do think over your options. You may be offered many positions during a successful job campaign. The point isn't to take the first offer, but to select the position that promises the greatest opportunities and satisfaction.

IV. Salary Negotiation and the On-Campus Interview:

Generally, the issue of salary will not be discussed during your on-campus or first interview. If the interviewer does ask about your salary expectations, be prepared to state a salary range you desire. You might respond, "When

researching salary ranges for this type of position, I have found \$36,000 to \$42,000 to be the average salary. How does this compare with your organization's salary scale?" This will elicit more information from the interviewer while not pinning you to one amount.

Another situation may occur: the interviewer might tell you directly what his/her organization offers. If you are satisfied with the salary, indicate your agreement. If not, be tactful as you proceed with the discussion. You might ask "Is that figure negotiable?" The interviewer may state that it is and immediately ask what you have in mind. Be careful here! Do not state an increment which is too high (based upon research). If the interviewer indicates the salary is non-negotiable, do not push for a higher range.

V. Accepting the Job Offer

ADVICE: Before finalizing an acceptance, make sure salary, benefits, job responsibilities, etc. are confirmed (preferably in writing). Be sure you have seen your work area.

SAMPLE POST INTERVIEW THANK YOU LETTER

Barbara Jones
1947 Grace Avenue
Springfield, MA 01281

January 17, 2011

James R. Quinn, Superintendent
Boston School District
2290 Cambridge Street
Boston, MA 01181

Dear Mr. Quinn:

Thank you for the opportunity to interview yesterday for the Third Grade Teacher position. I enjoyed meeting you and learning more about the Boston School District. You have a fine staff and a sophisticated approach to education.

Your organization appears to be growing in a direction which parallels my interests and career goals. The interview with you and your staff confirmed my initial positive impressions of the Boston School District, and I want to reiterate my strong interest in working with your students. My prior experience in Second Grade plus my training in Group Activities will enable me to provide a quality learning environment in your district.

Again, thank you for your consideration. If you need any additional information from me, please feel free to contact me.

Sincerely,

(Signature)

Printed Name

POST INTERVIEW REPORT

Name of School District _____

Date of Interview _____ Length _____

Purpose/type of interview _____

Whom did you meet? _____

Job title _____

Overall impression of interview _____

Questions you answered best _____

Questions you answered poorly _____

What did I omit? What should I have done differently? _____

How did you leave things? _____

I expressed interest _____ No interest _____

Another interview is set up _____ When? _____ With whom? _____

I am supposed to hear from them by _____

In my follow-up letter I should cover _____

JOB SEARCH STRATEGIES SURVEY FOR TEACHERS

In my search for employment I have/have not done the following:

- | | | | |
|-----|---|-----|----|
| 1. | Entered my application/resume on-line in PAREap, NJ Hire
www.pareap.net | Yes | No |
| 2. | Told my friends and family that I am looking for a job. | Yes | No |
| 3. | Assessed my skills, interests, and values as they relate to my teaching career. | Yes | No |
| 4. | Attended area teacher job fairs including Philadelphia Teacher Job Fair and Millersville University Teacher Recruitment Day. Check Events Calendar – www.cabrini.edu ? | Yes | No |
| 5. | Identified school districts in which I want to work. | Yes | No |
| 6. | Developed my resume which specifically outlines my skills and/or experiences that relate to my desired position. | Yes | No |
| 7. | Obtained the opinions of at least three people about the quality of my resume. | Yes | No |
| 8. | Given my resume to the principal, superintendent, and fellow teachers at the school(s) in which I student taught. | Yes | No |
| 9. | Met with at least one new person per week for an informational networking interview. Used Linked In and Alumni Mentoring. | Yes | No |
| 10. | Talked with Career Services staff about job prospecting. | Yes | No |
| 11. | Used publications and on-line sources to learn of employment opportunities. www.cabrini.edu/careerservices - JobSource & Job Search links. | Yes | No |
| 12. | Sent out at least 5 resumes and cover letters per week to prospective employers. | Yes | No |
| 13. | Followed up on the status of my application/resume Either by telephone, mail or e-mail. | Yes | No |
| 14. | Sent a thank you /note/email letter after each employment interview. | Yes | No |
| 15. | Identified schools in which I could substitute teach after completing my semester in May. | Yes | No |

JOB SEARCH TIMETABLE CHECKLIST

This checklist is designed to help graduating students who are seeking teaching positions make the best use of

their time as they conduct job searches. We encourage you to use this checklist in conjunction with the services and resources available from your college or university career planning and placement office.

August/September (12 months prior to employment)

- _____ Attend any applicable orientations/workshops offered by your college career services office
- _____ Begin to define career goals by determining the types, sizes and geographic locations of school districts in which you have an interest.

October (11 months prior to employment)

- _____ Begin to identify references in addition to your Cooperating Teacher and Supervisor and ask them to prepare letters of recommendation.
- _____ See a counselor at your college's career services office to discuss your job-search plan.

November (10 months prior to employment)

- _____ Begin developing a resume and a basic cover letter.
- _____ Begin networking by contacting friends, faculty members, alumni mentors, etc., to inform them of your career plans. Give them a copy of your resume.

December/January (8-9 months prior to employment)

- _____ Finalize your resume and upload it along with your other credentials where appropriate.
- _____ Attend any career planning and placement workshops designed for education majors.
- _____ Register with PAREAP and other online sources – www.pareap.net
- _____ If applying to out-of-state school systems, visit appropriate websites to determine requirements.

February (7 months prior to employment)

- _____ Note specific school districts that will be recruiting at upcoming career fairs.

March/April (5-6 months prior to employment)

- _____ Research school systems with which you will be interviewing.
- _____ Interview whenever possible and follow up with thank you letters.
- _____ Attend teacher job fairs, Greater Philadelphia Teacher Job Fair and other education events.
- _____ Follow up by phone with school systems of interest.

May/August (1-4 months prior to employment)

- _____ Maintain communication with your network of contacts.
- _____ Update your registration information/resume in pareap.net and other on-line venues.
- _____ Revise your resume and cover letter if necessary.
- _____ Interview and follow up with thank you letters.
- _____ If relocating contact a college placement office in the area to which you are moving and inquire about available services. Letters of reciprocity are available.
- _____ Continue to monitor on-line job opportunities.
- _____ Accept the best job offer. Inform those associated with your search of your acceptance.

Creating a Philosophy of Education

Requirements:

- Please submit a single typed page
- You should be honest, clear and positive
- Be sure to proofread carefully-no errors
- Your paper should reflect:
 - The structure of your classrooms
 - The importance of education to you
 - Your attitude concerning students, schools, parents, community and society
 - Your thoughts on how all of these are dependent on each other

Remember:

- The “Philosophy Paper” is one way that prospective employers determine how well you express yourself, e.g. your use of grammar skills
- There is a risk involved. Your philosophy could be such that it severely limits the number of positions available. The type of school should be considered very carefully. E.g. public/private/religious
- Your philosophy will be read closely to determine if you are a student-centered teacher or a teacher-centered teacher. The use of the first person, “I” usually indicates that you are the teacher-centered
- Never create your philosophy according to what you think a district wants to hear-be honest and sincere
- Your philosophy will change with age, experience and education. Review it periodically and make changes as necessary
- You may be asked to create this document in your best cursive handwriting-you may want to do this now

The major source of this page was a document provided by a student teacher, indicating that it was presented by a student teacher from another college. We wish to thank the unknown author(s).

“...no university exists that can provide an education; what a university can provide is an outline, to give the learner a direction and guidance. The rest one has to do oneself.”

“If...asked what education should give,...it should offer breadth of view, ease of understanding, tolerance for others, and a background from which the mind can explore in any direction.”

“Education should provide the tools for a widening and deepening of life, for increased appreciation of all one sees or experiences. It should equip a person to live life well, to understand what is happening about him, for to live life well one must live with awareness.”

“No one can ‘get’ an education, for of necessity education, is a continuing process. If it does nothing else, it should provide students with the tools for learning; acquaint them with the methods of study and research, methods of pursuing an idea. We can only hope they come upon an idea they wish to pursue.”

“In the United States we have concentrated tremendous sums of money on the educational plant, seemingly with the idea that the right number of buildings will turn out the right number of graduates. Yet the teachers who actually instruct the future citizens of our country are more often than not miserably paid. If in the future we find ourselves with a lot of fourth-rate citizens, we have only ourselves to blame.”

“Education depends on the quality of the teacher, not the site or beauty of the buildings-nor...does it depend on the winning record of the football team...”

“It is constantly reiterated that education begins in the home, as indeed it does, but what is often forgotten is that morality begins in the home also”

Education of a Wandering Man by Louis L’Amour; Bantam Books; 1989, pp3-4

COMPILING A STUDENT TEACHER PORTFOLIO

Staffing needs in school systems will vary, and you should pay attention to subject and grade level requirements for each school, and then tailor your portfolio for each presentation accordingly.

Here is a checklist of suggested documents to assist you in preparing your own portfolio. Be prepared to discuss any item you include.

- ____ 1. Typed table of contents
- ____ 2. Praxis information-Certification area(s). This should indicate tests taken and passed.
- ____ 3. One page typed Philosophy of Education
- ____ 4. Typed one page copy of resume
- ____ 5. Selected photographs of student teacher in teaching situations:
 - ____ A. Directing learning activities
 - ____ B. Learning Centers/Developed Learning Games/used with students
 - ____ C. Bulletin Boards prepared
 - ____ D. Contingency management/Token economy systems & activities, charts, graphs, monitoring systems.
 - ____ E. Any unique teaching situations or programs in which you have participated
- ____ 6. One typed sample lesson plan from each placement
- ____ 7. One typed instructional system from each placement
- ____ 8. Typed Behavioral intervention plan, with visuals
- ____ 9. Completed IEP/IST-(typed & excluding names)
- ____ 10. One typed instructional, technology evaluation
- ____ 11. Two letters of recommendation
- ____ 12. Copies of Student Teaching Evaluations
- ____ 13. Copies of all Official Transcripts
- ____ 14. Samples of forms/letters used to communicate with parents
- ____ 15. Special experiences which may impact on personal abilities
e.g., Honors, Travels, Senior Thesis, Hobbies, Interests
- ____ 16. Notes from former students, parents and professionals

In addition to preparing you for your job search, your portfolio can be the starting point for your career. Collecting evidence of your work will be valuable when you become a teacher, and in some cases, absolutely necessary. Once you have developed good habits in collecting and presenting examples of your teaching, they will always be available to you should you for future job searches, mak application for a grant or prepare graduate school applications.

SHIFTING GEARS WHEN THE MARKET IS TIGHT

Employment Options for Education Graduates

Many events throughout the summer signal that school is about to begin. Stores advertise back-to-school sales, parents plan that last family outing of the summer and students rush off for band or sports practice. School districts wrap up the summer's hiring activities by extending offers and issuing contracts. Recent graduates make the transition from teaching candidates into employed professionals. End of the summer can also mark the time when disappointed teaching candidates face the harsh reality of a tight job market.

If the month of August passes and your employment prospects fade, it is time to reevaluate your options. Many job seekers pursue substitute teaching while others enter graduate programs. An increasing number are expanding their searches to include careers other than teaching.

Career Services offices can help identify other potential employers. JobSource and Career Resources websites should be visited. Other sources for identifying specific employers include: the Chamber of Commerce, career fairs, state human resource service centers and federal job information centers.

Identify Your Transferable Skills

Don't assume that your educational preparation can only be used in a classroom. Your education and training are diverse and valuable. Consider the skills in which you have adequate, above average or high levels of proficiency.

You should also identify skills related to your teaching field (language, science, business, etc.), as well as skills which you have developed through extra-curricular activities and employment. A comprehensive list of your skills will help target job titles, and ultimately employers, for your job search.

Employers need to recruit competent employees. Employers seek individuals who not only have classroom instruction in identified skill sets but also have completed a full time internship experience, such as a student teaching assignment.

Targeting Job Titles

As you develop a better sense of the skills you can offer a prospective employer, the next step is to match those skills with job descriptions. *The Dictionary of Occupational Titles* (DOT) www.occupationalinfo.org or www.occupationalinfo.org/onet/ and *The Occupational Outlook Handbook* (OOH) are two resources for researching job titles and basic job descriptions. The DOT is published by the U. S. Department of Labor, and defines, indexes and job titles. The OOH is published yearly by the U. S. Department of Labor and describes occupations encompassing million of jobs. Both books are available in most libraries as well as the Cooperative Education and Career Services Office and online.

With your qualifications as a trained teaching professional, you will find many different jobs and careers open to you. Although they may or may not be teaching-related, these jobs can help you build practical experience and focus your skills. This, in turn, may make you a more desirable employee to schools and school districts at future interviews. As you can see there is a broad spectrum of opportunities for which you are well prepared. So value your skills – employers certainly do.