

Resume Guide for Teachers



This packet is intended to serve as a starting point for creating or improving your teaching resume. Included in this packet are best practices that the Career Center have researched and found to be true. Information and sample resumes within this packet are not intended to be taken verbatim. Constructing a teaching resume is an art, not a science. Make your personal resume unique and stand out by making it represent you.

The resources this packet highlights are available to all students; take advantage of the Career Center and the services it provides you.

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Teaching Resume Aesthetics, Content & Editing

Writing a Teaching Resume is an art, not a science. There is no one correct way to formulate your resume, but there are some best practices and standards that the Career Center recommends. Stand out from the crowd with high quality content and a clearly written, error-free document. Teaching Resumes need to be aesthetically pleasing, dense with relevant content and properly edited.

Aesthetics: Always remember to have a classic, professional resume. This includes the font choice, consistency, an appropriate amount of white space, length and overall appearance of the resume. Teaching is a creative and innovative profession; a teaching resume should be strictly professional. Professional means there should not be any pictures, colors or designs on your resume. Those within the education field will immediately exclude you from potential candidates if your resume has poor aesthetics and is not professional.

Content: While aesthetic mistakes can take you out of the running for a position, the content of the resume is what will make you stand out from the crowd. Experiences you choose to include in your teaching resume should be the most relevant to your target audience. Accomplishment statements are intended to expand on your relevant experience and highlight your expertise. Look to page 7 for more advice on accomplishment statements.

Editing : Editing is a necessary component of resume writing that is often underutilized. Editing is where you and others assure that content is accurate and aesthetics are pin point. Have as many people proofread your resume as possible and stop by the Career Center for an extra set of eyes! Look to page 12 for detail of Career Center services and workshops specifically for Teachers!

- ❖ **Reverse Chronological Order:** Within each section on the resume, your experience must go in reverse chronological order, meaning from new to old.
- ❖ **Accomplishment Statements (Bullet Points):** Eliminate the pronoun “I” at the beginning of each bullet point as this is assumed. Avoid introductory and wind-up phrases such as “My duties included...” and “My responsibilities were...” . Describe achievements, rather than listing duties, quantify outcomes whenever possible, and be sure to highlight your proficiency in teaching and transferable skills. More description on Accomplishment statements can be found on page 7.
- ❖ **Length:** With rare exceptions, student teachers and new teachers should keep their resume to 1 page. If you have difficulty narrowing down your resume, consider removing elements that are not closely related to teaching; Ask yourself, “Will this experience enhance and support my future in education and teaching?”
- ❖ **Margins:** Make your resume visually attractive by using an appropriate amount of whitespace to allow the reader’s eye to rest. Using .8 inch to 1.5 inch margins is standard practice.
- ❖ **Font:** Use a professional font that is easy to read. Times New Roman, Arial, and Courier New are good choices. A 10-12 point font size is recommended.
- ❖ **Consistency:** The formatting of a resume needs to be consistent. For example, if you choose to bold a job title, make sure you bold every job title. Also, make sure that everything lines up neatly on the page.
- ❖ **Accuracy:** Your resume, and all other job search materials, must be 100% error free. Be sure to carefully read through your resume, checking grammar, spelling, and punctuation. Editing a resume can always use another set of eyes; have as many people proofread it as possible, and, come to the Career Center!
- ❖ **Paper Quality:** Use a high quality paper stock (24-32 lb, 25% cotton fiber, 8-1/2 x 11) when mailing your resume or bringing one to an interview. Use the same paper for cover letters and thank you letters. White, ivory, or light grey are good choices.

Key Elements of a Successful Teacher Resume

Mandatory Elements

These elements need to appear on every teaching resume.

Identification

Needs to include your first and last name (should be the largest font size, but not too oversized to look out of place), contact information : phone number and professional email address, and your street address, city, state & zip code

Certification

List all certifications and when you expect to receive them: Early Childhood (Type 04), Elementary (Type 03), Secondary (Type 09), Special Education (Type 10), Physical Education (Type 10)

List any endorsements you expect

Example: Illinois Initial Elementary Certificate (Type 03), expected July 2014
Middle Grade Endorsement expected in Language Arts

Education

Institution, City, State (Expected) Graduation Month Year

Write out the full name of your (expected) degree; also list Minors and Concentrations

*Please note that all degrees are written in singular, for example: Bachelor of Arts in Elementary Education

GPA: 4.0/4.0 (it is recommended that you include your GPA if it is 3.0 or higher)

Other possible information to include: Study Abroad, Relevant Coursework, or Academic Awards and Honors

Experience

Experience is mandatory and the heart of any teaching resume; however, it can be represented in a variety of ways. Choose the most rich, concrete, relevant teaching experiences to put on your resume. Keep in mind that after each experience, there will be bullet points (accomplishment statements) detailing your experience more fully. Refer to page 7 for more advice on creating an accomplishment statement. Important Note: within each section, experiences are to be listed in reverse chronological order.

Teaching Experience (Student Teaching)

Student teaching is your most relevant teaching experience directly out of college. Therefore, it will directly follow the education section and take up the most amount of space on a teaching resume directly after college. Include specific lesson plans, classroom management skills and teaching styles that make you unique. Refer to page 7 to find out more about creating a proper accomplishment statement.

Teaching Related Experience

Highlight paid or unpaid experiences through which you have gained teaching related skills. Examples include, but are not limited to: camp counselor, tutor, coach and nanny.

Example: *Nanny*, Smith Family, Chicago, IL March 2008-Present

Interactive Field Experience

Focus on a select few experiences in which you played an active role in the classroom and with students.

Example: *Second Grade*, Washington Elementary School, Chicago, IL September 2009– October 2009

Work/Professional Experience

Principals will be most interested in your teaching experience; however, you may include skills obtained for another industry that are transferable to a classroom. For example, training, collaborating or mentoring.

Optional Elements

These are other options to include on your resume:

Volunteer Experience, Leadership Experience, Honors/Activities, Special Skills and Interests,
Professional Development

POOR RESUME SAMPLE

JAMES WALTON

2261 N. Broadview Apt 21
Chicago, IL 60615

Poor Aesthetics:

- All the bolding, italics and lines make the resume too busy
- Inconsistency in text and format
- Improper use of bullet points

Email: j.walton@gmail.com
Cell: (773)885-7142

CERTIFICATION
Illinois Initial Secondary Certificate (Type 10), Expected
EDUCATION
Master of Science in Education, DePaul University, Chicago, IL, expected November 2009 GPA: 4.0
Bachelor of Science in Chemistry, University of Illinois at Urbana-Champaign, May 2006
TEACHING RELATED EXPERIENCE
Tutor, Lincoln Park High School, Chicago, IL, September 2007 - December 2007 Tutored students in various subjects
INTERACTIVE FIELD EXPERIENCE
Gage Park High School, April-May 2007 Assisted teachers with projects Assisted students in an inclusion course Assisted students in a self-contained classroom with their final project
Walter Payton College Prep, September-October 2007 Assisted teacher with supervision of laboratory projects Helped students in laboratory projects Helped to refine students' laboratory techniques and critical thinking skills Worked with small groups of students to aid comprehension of advanced chemistry concepts
SKILLS
Proficiency in Microsoft Word, Excel, and Powerpoint
HONORS AND SPECIAL ACCOMPLISHMENTS
<i>Educational:</i> <ul style="list-style-type: none">• <i>Illinois Future Teachers Corps Scholarship, 2007-2008</i>• <i>Dean's List, University of Illinois at Urbana-Champaign, Spring 2006</i>• <i>National Dean's List, 2003-2004</i> <i>Brighton Arts Camp attendee: Summers 1998, 1999, 2000, and 2001 (Piano major)</i>
<i>Community:</i> <i>Alpha Phi Omega, Alpha Alpha chapter (a co-educational service fraternity)</i>
<i>Personal Interests:</i> <ul style="list-style-type: none">• <i>Piano (performance—18 years, accompaniment—9 years, chamber music—6 years)</i>

Poor Editing:

- Missing dates and locations, such as for expected certification
- Not an easily readable resume

Poor Content:

- Accomplishment statements are not unique to teaching candidate
- Skills should be the last section on a resume and exemplify something more than basic computer knowledge

Transferable Skills & Action Verbs

TRANSFERABLE SKILLS

Transferable skills are those that can be applied in multiple work settings. Consider incorporating them, in addition to those that are specific to your intended career field, by providing examples of when you have successfully used them in your bulleted accomplishment statements. Some examples of transferable skills include the following:

CLERICAL	CREATIVE	HUMAN RELATIONS	PUBLIC RELATIONS	RESEARCH	TRAINING
Bookkeeping	Designing	Advising	Conducting	Assessing	Adapting
Classifying	Developing	Assisting	Consulting	Calculating	Communicating
Collecting	Establishing	Counseling	Informing	Collecting	Demonstrating
Compiling	Illustrating	Empathizing	Planning	Diagnosing	Enabling
Computing	Imagining	Facilitating	Presenting	Evaluating	Encouraging
Examining	Improvising	Guiding	Promoting	Examining	Evaluating
Filing	Inventing	Listening	Representing	Extrapolating	Explaining
Organizing	performing	Motivating	Responding	Interviewing	Instructing
Recording	Revitalizing	Representing	Researching	Investigating	Planning
Word processing	Visualizing	Serving	Writing	Synthesizing	Stimulating
COMMUNICATION	FINANCIAL	MANAGEMENT	PROBLEM SOLVING	TECHNICAL	
Editing	Accounting	Communicating	Analyzing	Adjusting	
Explaining	Administering	Consulting	Appraising	Aligning	
Influencing	Allocating	Coordinating	Diagnosing	Assembling	
Interpreting	Auditing	Delegating	Examining	Drafting	
listening	Balancing	Directing	Executing	Engineering	
Mediating	Calculating	Evaluating	Planning	Installing	
Promoting	Forecasting	Leading	Proving	Observing	
Speaking	Investing	Negotiating	Reasoning	Operating	
Translating	Projecting	Persuading	Recognizing	Programming	
Writing		Planning	Validating	Repairing	

ACTION VERBS

Beginning each bulleted accomplishment statement with a strong action verb helps to highlight your successes and allows a reader to get a sense of your skills by scanning the page prior to reading each individual bullet point. It is a good idea to vary the action verbs on your resume in order to appeal to different audiences. Below is a list of verbs to help get you started.

A	Consulted	Evaluated	Integrated	Planned	S
Achieved	Contrasted	Examined	Intended	Posted	Scheduled
Acted	Controlled	Executed	Interviewed	Prepared	Selected
Adapted	Converted	Expanded	invented	Prescribed	Separated
Adjusted	Convinced	Expedited	Investigated	Presented	Served
Administered	Coordinated	F	L	Priced	Serviced
Advanced	Counseled	Facilitated	Launched	Processed	Set up
Advised	Counted	Filed	Lectured	Produced	Simplified
Altered	Created	Filled	Led	Promoted	Sold
Analyzed	Cultivated	Forecasted	Liaised	Proposed	Solved
Appraised	D	Formulated	Logged	Protected	Specified
Arranged	Decided	Fostered	M	Provided	Started
Assembled	Decreased	Fulfilled	Maintained	Purchased	Strategized
Assessed	Defined	G	Managed	R	Streamlined
Audited	Delivered	Gained	Manufactured	Realized	Strengthened
B	Demonstrated	Gathered	Marketed	Received	Studied
Balanced	Designed	Generated	Measured	Recommended	Summarized
Budgeted	Detected	Grew	Mediated	Reconciled	Supervised
Built	Determined	Guided	Mentored	Recorded	Supplied
C	Developed	H	Migrated	Recruited	Supported
Calculated	Devised	Handled	Minimized	Redesigned	T
Calibrated	Diagnosed	Headed	Monitored	Reduced	Tested
Categorized	Differentiated	Hired	Motivated	Referred	Tracked
Charted	Distributed	I	N	Removed	Trained
Classified	Documented	Identified	Negotiated	Reorganized	Transformed
Coached	Doubled	Illustrated	O	Repaired	Translated
Collected	Drafted	Implemented	Obtained	Reported	Troubleshoot
Combined	E	Improved	Operated	Represented	U
Communicated	Edited	Increased	Orchestrated	Researched	Updated
Compiled	Eliminated	Influenced	Ordered	Resolved	Upgraded
Composed	Encouraged	Informed	Organized	Restructured	V
Computed	Engineered	Initiated	Originated	Revamped	Verified
Conducted	Enhanced	Inspected	Oversaw	Reviewed	W
Configured	Ensured	Installed	P	Revised	Weighed
Consolidated	Established	Instituted	Performed	Revitalized	Wired
Constructed	Estimated	Instructed	Persuaded	Routed	Won

Constructing an Achievement Statement (Bullet Point)

Under each position you have on your resume, list bulleted accomplishment statements. These statements should explain what you did in the position, how you did it and the results of your actions. The skills you feel you have gained from your teaching related experiences should be represented through your accomplishment statements. Brainstorm each experience/position and create bullet points unique to you.

Bullet Point “Formula”

Action Verb + Example + Result

Action Verb: Always begin a bullet point with an action verb. Use a variety of action verbs to show the variety of skills you have.

Average Bullet Point with Action Verb

- Tutored an eighth grade student

Example: Give specifics as to what you did at that position. This will make you unique.

Better Bullet Point with Action Verb and Example

- Tutored an eighth grade student in pre-algebra

Result: State what you achieved from your example; what was the purpose of you doing what you did?

Perfect Achievement Statement with Action Verb, Example and Result

- Tutored an eighth grade student in pre-algebra, using teacher’s curriculum to raise her grade from a C to B+ over the course of a year

Buzz Words

These are words you should be familiar with going into a teaching career. Buzz words are extremely effective when used in moderation on a resume and with direct examples to support their claim. Reflect on any teaching specific language and resources which you have utilized in your teaching. Below is a list of potential buzz words to include on a resume.

Multi-cultural instruction
Team teaching
Thematic unit
Critical thinking
Literacy (Literature) circles
Guided reading
Differentiated instruction
Modified instruction
Interactive exercises
Interdisciplinary learning

Manipulative
Student centers
Peer teaching
Response to Intervention (RtI)
Cooperative Learning
Balanced Literacy
IEP (Individual Education Plan)
ESL/ELL Students
Developmentally appropriate practice
(specifically for Pre-K)

Objective

Obtaining a teaching position that utilizes my passion for teaching chemistry to create a positive experience for the students by implementing various teaching methods and coordinating with other teachers to work on interdisciplinary units

Certification

Illinois Initial Secondary Certification (Type 09) in Science, expected June 2011

High School Endorsements in Chemistry – Regular, AP and Honors classes, Biology, Earth Science and Physics

Middle school endorsement expected in Science

Education

DePaul University; Chicago, IL

Bachelor of Science in Secondary Education Chemistry; expected June 2011

Anticipated Graduating GPA: 3.75 / 4.0; High Honor Roll; Deans list all quarters in attendance

Teaching Experience

Student Teacher: Wells High School; Grades, 11-12, Chicago IL; Spring 2011

- Facilitated learning of honors and regular chemistry for 3rd and 4th year students using student-centered lessons and activities
- Established acceptable classroom behavior guide with students' comments to minimize future class room management issues
- Discussed students' learning improvement and behavior in class with parents during the parent-teacher conference
- Utilized many student-centered learning techniques, including demonstrations, molecular model building, and discovery labs
- Devised a demonstration to connect acid-base reactions with the concept of limiting and excess reactants, related the demonstration to students' daily life, and allowed students to work in cooperative learning groups to analyze examples
- Created activities that show the relationship between chemistry concepts and everyday life to engage and motivate students
- Modified curriculum for a English Language Learner and various Special Education Students in the regular education classroom by translating the concepts in student's native language or by explaining the concepts in various simpler steps
- Assisted students with preparation for ACT and PSAT standardized testing by providing explanation for various scientific concepts while working on practice test questions and modeling various reading strategies
- Tutored students before, during, and after school
- Attended various workshops during the 8th Annual CPS Service-Learning Conference

Interactive Field Experience

Amundsen High School, Junior Chemistry Classes , Chicago, IL; Fall 2010

- Observed regular, honors, and A.P. chemistry classes to better understand students' needs, implemented various activities and observed various classroom management techniques

Lane Technical High School; Sophomore Chemistry Classes, Chicago, IL; Winter 2010

- Gained experience on various teaching methods by observing two teachers working with physics and chemistry classes

Williams Junior High School; 7th Grade Self Contained Science Class, Elmwood Park, IL; Fall 2009,

- Assisted a sixth grade class with an eco-system experiment, and demonstrated how to actively take notes and how to point out important information in assigned reading to one special education student during an active reading assignment

Skills and Interests

- Eager to sponsor various student organizations such as South Asian clubs and cultural awareness groups
- Fluent in Urdu and Hindi
- Interested in organizing after school science sessions to provide students with additional help
- Proficient with Microsoft Words, Excel, Power Point, and Graphic Analysis and Origin programs mostly used for physics, mathematics, and chemistry
- Interested in participating in drug abuse resistance programs and other health awareness programs

Silva E. Lennon

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Chicago, IL 60624

silva.lennon@gmail.com
(312) 223-7115

CERTIFICATION Illinois Initial Secondary Certificate in English (Type 09)
Middle School endorsement in Language Arts; Social Science endorsement, June 2009

EDUCATION DePaul University, Chicago, IL, June 2009
Bachelor of Arts, Secondary Education English; G.P.A. 3.3/4.0

TEACHING EXPERIENCE

Substitute Teacher, Grace Community School District 220, Chicago, IL Winter 2008-2009

- Requested as a substitute teacher by numerous teachers in Grace Middle School
- Maintained order in the classroom by efficiently executing lesson plans left by the teacher.
- Applied the necessary teaching strategies to use in classrooms with various skill levels.

Student Teacher, Grace Middle School, Seventh Grade English, Chicago, IL Fall 2008

- Prepared lessons independently for ten weeks based on the BMS English curriculum.
- Collaborated with the seventh grade team by developing various PowerPoint presentations and lessons.
- Encouraged knowledge of current events by creating a one-week unit plan based upon the 2008 Presidential Election using cooperative grouping.
- Manipulated student cooperative groups according to average scores on the MAPS tests.
- Used differentiated instruction and both formative and summative assessments to evaluate student work.
- Designed various cross-curriculum warm-up activities to enhance connections between school subjects.
- Played an active role during parent-teacher conferences, and updated parents regularly on their child's progress in the classroom. Also received excellent personal feedback from the parents of my students.
- Graded student's expository essays according to the ISAT rubric.
- Assisted the cheerleading coaches during try-outs, and acted as a mentor for the girls.

Teaching Assistant, Franklin Middle School, Sixth Grade, Romeoville, IL Winter 2007-2008

- Implemented lessons developed by a cooperating teacher in a sixth grade language arts, reading, and social studies classroom, and managed a classroom of over thirty students.
- Assisted in instructing a special needs student in developing reading and writing skills.
- Taught a lesson independently on the process of making inferences while reading.

Teaching Assistant, Grove Ridge High School, Grades 9-10, Glen View, IL, 2003-2004

- Obtained field experience through a high school Child Development class containing a Pre-School lab.
- Developed a curriculum which fostered student's creativity and critical thinking in thematic units.
- Encouraged student improvement by sending weekly progress reports home to parents.

TEACHING PREPARATION

- Observed use of Smart Boards in mathematics and English courses.
- Participated in Compass Learning training, and guided students to use this resource available to them.
- Collaborated with teachers during a seminar on how to integrate affective grouping strategies in class.

AWARDS & ACTIVITIES

National Society for Collegiate Scholars	2004- Present
Zeta Zeta Sorority Member	2005- Present
Dean's List	2005-2008
Zeta Zeta Executive Board Member	2005-2006

SPECIAL INTERESTS Eager to participate in extracurricular activities such as cheerleading, cross country, and track and field.

Joseph Willams

204 W. Plainview Avenue, Chicago, IL 60610 · (773) 238-8112 · jwilliams@yahoo.com

CERTIFICATION

Illinois Initial Elementary Certification (Type 03), April 2008
Middle School Endorsement in Mathematics and Social Sciences

EDUCATION

DePaul University, Chicago, IL
Bachelor of Science in Elementary Education, Concentration in Mathematics, March 2008

TEACHING EXPERIENCE

Hawthorne Scholastic Academy, Chicago, IL
Student Teacher, October 2007-January 2008

6th, 7th (Pre-algebra), 8th (Algebra) Mathematics

- Continuously taught, reflected, and modified skills by providing students with original homework assignments, review packets, and assessments
- Employed “problem of the day” to reinforce previously taught skills, prepare students for ISAT, and encourage making connections across the curriculum
- Implemented review activities as class began to utilize each available teaching minute
- Adapted lessons for advanced students and students with learning, and hearing disabilities
- Facilitated open tutoring Monday through Thursday mornings for any student who needed extra help

6th Reading

- Strengthened comprehension skills such as making connections and predictions, and asking questions
- Encouraged critical thinking as well as targeted ISAT skills through stimulating discussions, purposeful journal writing, and focused essay writing
- Created various original assessments for each text in the curriculum

6th Social Studies

- Aided in the production of a play based on The Canterbury Tales which was an interdisciplinary unit encompassing history, reading, art, dance, and music
- Created focused lessons on note taking skills and developed original assessments
- Participated in school wide geography bee

TEACHING-RELATED EXPERIENCE

DePaul University’s Career Center, Chicago, IL
Peer Career Advisor, February 2005-Present

- Utilize strong advising skills by critiquing students’ resumes as well as providing interviewing tips, job search strategies, helping with online resources and facilitated career resource workshops
- Train new front desk staff, new Peer Career Advisors and identify mentorship techniques

Bakerson Family, Chicago, IL

Childcare Provider, March 2006-Present

- Introduced games and story hour which encouraged comprehensive, problem-solving, and vocabulary.

VOLUNTEER EXPERIENCE

Boys and Girls Club of Chicago, Chicago, IL

Volunteer Mentor at Jahn Elementary Club, 2005 and 2006 Academic Years

- Developing a long lasting relationship with a mentee by creating a safe and positive environment and identifying the importance of character and healthy living weekly.
- Emphasizing the importance of education and learning by tutoring and ensuring all homework is finished by the end of each meeting.
- Awarded 2006 Mentor of the Year at the Jahn Elementary Club.

ROSE AMELIA HUNTER

SAMPLE : Elementary

2231 N. Sterling Road. Apt. #2 • Chicago, IL 60614
rhunter@aol.com • 773.457.3356

Certification

Illinois Initial Elementary Certificate (Type 03), completed March 2010

- Endorsement in Middle Grade Social Sciences and Language Arts
- General Science endorsement, expected Summer 2010

Education

DePaul University, Chicago, IL, June 2010

- Master in Elementary Education, Overall GPA 4.0 / 4.0; graduated with Summa Cum Laude honors
- Phi Kappa Phi Honors Society– recognizing outstanding academic excellence in all disciplines
- Golden Key International Honor Society– recognizing outstanding scholastic achievement

Smith University, Denver, CO, December 2008

- Bachelor of Arts in Communication; minor, Sociology, Overall GPA 3.6 / 4.0; graduated with Cum Laude honors
- Lambda Pi Eta Honor Society – recognizing outstanding academic achievement in communication studies

Smith University Study Abroad Program, Ireland, Summer 2007

- Studied Irish history, culture and literature and traveled extensively throughout Ireland

Teaching Experience

Special Needs Teacher Associate, Williams Middle School, Lombard, IL, Spring 2010- Present

- Worked one on one with 6th and 8th grade students that have a variety of special needs
- Collaborated with all students teachers in order to assist with comprehension and differentiation
- Served as a mentor and mediator for students with special emotional and behavioral needs
- Assisted students during regular class time in order to ensure their understanding of the daily lesson
- Participated in team meetings in order to collaborate on lesson plans and assess student progress

Student Teacher, Sandberg Middle School, Grade 8, Chicago, IL. Winter 2010

- Created daily lesson plans for Science and U.S. History using reality-based discussion, and hands on activities
- Facilitated several daily classes including honors, traditional and special needs levels
- Maintained classroom management using a daily bell ringer, solid agenda, prompts and one on one check-ins
- Participated in the School Improvement Plan during Professional Development staff meetings
- Collaborated with a translator to communicate with parents about student behavior and progress
- Assessed student learning formally and informally using a variety of assessments and grading rubrics
- Implemented student activities and projects using collaborative and individual learning approaches
- Worked one on one after school with special needs students to assist with lesson comprehension

Head Teaching Assistant, Smith University Commitment Program, Fall 2006 – Spring 2007

- Mentored and tutored 12 students who required special academic and emotional support during their freshman year
- Assisted professor with Freshman Seminar and helped first-year students improve their writing skills
- Supervised team of five teaching assistants while maintaining a full course load
- Planned all lessons and taught Freshman course Writers in the Nobel Prize

Activities & Interests

- **National Council of Teachers of Mathematics**, Member, 2007– present
- **Smith University Office of Summer Sessions**, Counselor, 2002
 - Organized educational activities for children at summer program teaching writing and basic computer skills
- **Celebrate Literacy Program**, Volunteer, 2007-2008
- **Over 8 years of volleyball and softball experience and interested in coaching and extracurricular clubs**

Career Center Teaching Resume Resources

The Career Center offers several options for getting help in creating and perfecting your resume. Take advantage of one or more of the following services available to students and alumni:

Career Advising: Gina Anselmo, the Career Center's Career Specialist serving the School of Education, is available to meet with students and alumni by appointment. Advising sessions can cover a variety of topics, including resume development, job search strategies, interviewing skills, and other career related concerns.

Peer Career Advising: Peer Career Advisors have been specially trained to provide resume assistance and basic career services to the DePaul community. Peers are available on a walk-in basis during most business hours or via email at peercareeradvisor@depaul.edu for questions, job search advice, resume assistance, and cover letter critiques.

The Career Center offers several workshops that cover highlights on resume writing, interviewing, portfolio preparation, and job searching for teachers.

Hit the Ground Running I: Resume, Cover Letter, and Portfolio Prep for Teachers

Hit the Ground Running II: Job Search and Interview Preparation for Teachers

In these workshops, you will receive an overview of resources and career tips to help you prepare for a job search in the teaching profession.

Making the Grade – e-Portfolio Teacher Workshop (Two Part Workshop)

Teachers are encouraged to not only utilize technology in the classroom, but to demonstrate their knowledge and experience electronically throughout the job search process. In this hands-on two-part workshop, aspiring teachers will be introduced to several software programs that can be used to create a teacher e-portfolio.

Tours for Teachers Workshop Series

This workshop series widens a new teacher's perspective of what different public, private, and alternative settings look like. Current DePaul students have an opportunity to talk to a school administrator, tour the school, attend roundtable discussions with several teachers, and participate in self-assessment resources.

The Teacher's Forum

The DePaul Career Center's annual Teacher's Forum offers new teachers the opportunity to gain critical skills and resources and network with principals and professionals in education. This one-day event is designed specifically for DePaul School of Education students who will complete or have completed their student teaching experience and will be looking forward to their first year of teaching.

You can register for all of these workshops and events through calendar section under workshops by logging in at <http://depaul.experience.com/er/security/login.jsp>

Contact the Career Center to schedule an appointment with a Career Advisor or any inquiries you may have:

Lincoln Park Campus
2320 N Kenmore Ave, SAC 192
Chicago IL, 60614
(773)-325-7431

Loop Campus
1 E. Jackson Blvd, Suite 9500
Chicago IL, 60604
(312)-362-8437