

Education Resume & Cover Letter Guide



Career Services

Student Union Room 1532

(419) 530-4341

<http://www.student-services.utoledo.edu/career>

Resume Information

The purpose of a resume is to get an interview! A description of your past experiences, paid or volunteer, arranged in reverse chronological order in addition to your educational history, campus activities, interests and skills are intended to entice the reader to talk with you. The example resumes in this guide will help you choose effective formatting and layout styles, but you still may wish to sit down one-on-one with a Career Advisor to help decide what content to include in your resume. For individual assistance, contact Career Services to set up an appointment at 419.530.4341.

Below are some general suggestions to help get you started:

- If you choose to utilize an objective, include the grade levels and/or subjects you are prepared to teach and list a few important skills you have to offer. “To obtain a teaching position” is not specific enough. Remember, you do not have to use an objective.
- List your Licensure (state, specific subjects and grade levels) near the top of your resume, either in the objective or under the “Education” section. Some people even choose to list it separately under its own “Licensure” section.
- List your experiences and organizational involvement in reverse chronological order—the last thing you accomplished will be the first thing you list under each separate heading of your resume.
- Do not forget to list your methods and other field experiences—they are important!
- When describing your related experiences, like student teaching, include the subjects, grade levels, and the number of students you taught.
- Use action words to describe your responsibilities (refer to the Action Word List on page 10 of the Career Services’ Resume Writing Guide).
- Do not list high school involvement on your resume, unless something you accomplished in high school relates directly to your career goals (i.e., if you wish to coach basketball, and you played varsity basketball for three years in high school as well as volunteering as an assistant coach at a local YMCA, you will want to include that experience).
- Do not list hobbies unless they relate directly to your career goals.
- Your resume is a professional document—avoid “cute” email address names, papers with colored borders, pictures of you or your classroom, or anything that does not project a professional teaching image. Using high quality resume paper is a must. You want an employer to be dazzled by your experience and accomplishments, not distracted.
- If you need to, it is okay to use two pages for your resume. Just be sure that you have at least a half page of information on page two, put your name at the top in small print, and number it so that if the pages are separated they can be matched up again.
- List your references in a separate document, with your name and contact information at the top.

School Address:
333 S. Summit St.
Bowling Green, Ohio 43402
Phone 333-333-3333
E-mail: jrobbins@*****.org

Permanent Address:
3333 Sunset Ave.
Akron, Ohio 44301
Phone 333-333-3333

Jesse Robbins

Objective

To join the faculty of a secondary school as a Social Studies Teacher and Coach, and to contribute to the educational growth of students through active participation in the school community.

Education

Bachelor of Education - Adolescent Education & Bachelor of Arts - History
University of Toledo, Toledo, Ohio (**Graduating in December 2002**)

- Ohio Licensure in Adolescent and Young Adult (grades 7 – 12) Integrated Social Studies
- Overall GPA 3.24
- Major GPA 3.94 and 3.63
- Praxis I & II completed and passed
- Dean's list – Fall 1999, Fall 2000, Spring 2001, Fall 2001, Spring 2002

Professional Experience

Student Teaching

Clay High School, Oregon, Ohio

Grades 9 – 12, August 2002 to December 2002

- Participated in the Humanities Program, part of the Humanities 2000 Project of the University of Toledo
- Educated 38 freshmen, 25 sophomores, and 22 seniors in a constructivist atmosphere
- Taught courses in Classical Studies, Western Civilization, European History, and Postwar America: Cultural and Social History
- Team-taught lessons with an English teacher, creating bridges between the Humanities, including assignment of a joint final project
- Created unit plans in three of the four classes, addressing the Course of Study standards of the Social Studies curriculum
- Prepared lessons in all four classes to reach students through a variety of different learning styles that involved group work and critical thinking skills
- Incorporated university professors as additional teaching aids for instruction
- Tutored a special needs student

Social Studies Methods – Secondary Field Experience II

Anthony Wayne High School, Whitehouse, Ohio

Grade 10, February 2002 to April 2002

- Educated 46 sophomores in two World History classes
- Designed a three-week unit plan on European Imperialism using a variety of primary and secondary source documents to enhance student learning
- Developed a project that required students to research primary documents to compile a written and oral report on an historical event of their choice
- Observed and participated in an Honors World History class

Best Practices – Secondary Field Experience I

Waite High School, Toledo, Ohio

Grades 9 and 12, August 2001 to December 2001

- Educated 44 freshmen in two World History classes
- Developed five lessons on Ancient Greece using a variety of sources and techniques to promote student learning
- Observed one senior sociology class

Professional Development

- Brain-Based Learning and Layered Curriculum Seminar, presented by Kathie Nunley – October 2002
- Ohio National History Day, Introductory Teacher Workshop, presented by Sara Bendure – October 2002
- Supervised a select group of students at the Model United Nations, Ohio Northern University – September 2002

Volunteer Experience

- Assistant Coach, Clay High School Hockey Team, advised 25 athletes in correct procedures for lifting weights and conditioning drills – Fall 2002
- Assistant baseball coach for Pemberville, Southwood Junior Babe League, 15 athletes from age 13-15 – Summer 2002
- Adult chaperone for 30 eighth-grade students from U. L. Light Middle School, Barberton, Ohio, during leadership program at Camp Y-Noah – May 2001

Work Experience

United Parcel Service

Maumee, Ohio – May 2000 to January 2002

- Worked as a loader, unloader, and sorter of packages
- Safety Representative

Bowser Morner Inc.

Toledo, Ohio – May 1998 to August 1998

- Field Technician – tested concrete and soil samples
- Dealt with engineers, foreman, and construction workers on a daily basis

Athletic Experience

- Played baseball, basketball, football, and lacrosse in organized leagues in high school and/or college
- Knowledgeable in conditioning and weight lifting techniques

Computer Skills

- Microsoft Office – Word, Excel, Power Point
- Windows
- Hyper Studio

AMANDA SCHAFFER

222 Brown Hall Drive
Toledo, Ohio 43608
(419) 222-2222
amanda@glasscity.net

Philosophy:

Encouraging Pre K-3 students to become active participants in the learning experience by incorporating a variety of hands-on and developmentally appropriate practices and providing a stimulating, challenging, healthy learning environment.

Education:

University of Toledo; Toledo, Ohio

Bachelor of Education, Early Childhood Education, December 2002

Licensure: Pre K-Third Grade

Professional Education GPA 3.59, Dean's List

Successful completion of Praxis II

Financed 95% of tuition

Owens Community College; Rossford, Ohio

Associates Degree, Early Childhood Education, June 1989

Relevant Experience:

Jackman Elementary

Toledo, Ohio

Student Teacher, Kindergarten

Fall 2002

- Formulated weekly lesson plans for 18 students
- Created centers for participation
- Mandated appropriate and fair disciplinary procedures
- Assessed the children's development by using anecdotal notes
- Attended faculty and staff meetings
- Maintained a positive rapport with the students, parents and staff
- Participated in IEP meetings
- Conducted a parent conference

McKesson Preschool

Toledo, Ohio

Methods Placement, 3-5 years old

Spring 2002

- Formulated lesson plans for seven to ten hearing impaired students
- Assessed the children's development by using anecdotal notes
- Created a center for participation

Jackman Elementary

Toledo, Ohio

Methods Placement, Kindergarten

Spring 2002

- Formulated lesson plans for 42 children
- Assessed the children's development by using anecdotal notes
- Created a center for participation

Amanda Schaffer - Page 2

Wendy's Restaurant

Toledo, Ohio

Wendy-forReading Program

January 1999 - April 2001

- Promoted reading to elementary students
- Provided a positive image a child can look up too
- Participated in all promotional activities: visiting schools, restaurant appearance, etc.
- Responded to the children's questions with positiveness

Asbury Day Care & Nursery

Toledo, Ohio

Teacher/Assistant Director

August 1985 - January 1990

- Formulated monthly lesson plans for 14 children
1998
- Created teaching aids: math, reading and other areas
- Mandated appropriate and disciplinary procedures
- Maintained a positive rapport with the students, parents and staff
- Assessed the children on a daily basis
- Supervised a staff of ten employees
- Verified parent identification

Additional Work Experience:

Career Services, University of Toledo

Toledo, Ohio

Budget/Office Assistant

April 2001 - August 2002

- Prepared deposits for department
- Assisted students with career questions
- Assisted administrators with job fair coordination and staffing
- Provided data entry for job postings

Wendy's Restaurant

Toledo, Ohio

Register Operator

January 1999 - April 2001

- Prepared food for customers
- Placed customer orders
- Maintained a clean work area
- Handled money

Other Awards and Accomplishments:

American Legion Auxiliary (1986-present)

- *Children & Youth and Education chairman* (2002-present)
- *District Queen* (1994-1995)

A. Martin and Ruth Zucker Scholarship (Fall 2002)

Toledo Association for the Education of Young Children (1990-present)

- *Ways and Means Chairman* (1995)

Our Lady of Lourdes, *Sunday School Teacher and Curriculum Advisor* (1986-1989)

JENNIFER L. KELLY

1111 West Bancroft #1, Toledo, OH 43607
(419) 111-1111
Jennifer_Kelly@yahoo.com

OBJECTIVE

To provide quality, structured education for Spanish I and Spanish II students, which incorporates all domains of foreign language learning in a supportive, yet structured environment

EDUCATION AND LICENSURE

Master of Education, Curriculum and Instruction

University of Toledo, Toledo, Ohio (Anticipated Graduation Date: May 2003)

Ohio Licensure: Multi-Age Foreign Language (*Anticipated Receipt: May 2003*)

Bachelor of Arts, Major in Spanish and Minors in Recreation Administration and Religion

Ashland University, Ashland, Ohio (May 1999)

QUALIFYING PROFESSIONAL EXPERIENCES

Student Teaching Fall 2002

Swanton High School, Swanton, Ohio

- Taught two block schedule sections of Spanish I, and one section of Spanish II, for a total of three months
- Maintained and was responsible for all administrative and instructional aspects of the classroom
- Incorporated the text curriculum and many other original and primary resources in the classroom
- Handled all student behavioral issues and facilitated communication with parents
- Designed several cumulative projects requiring student use and application of focus skills from a chapter

Field Experience Spring 2002

Rogers High School, Toledo, Ohio

- Observed a total of 120 hours
- Instructed a unit on Preterite and Imperfect for a two week time span in a Spanish II class
- Assisted with clerical responsibilities and logistics for a Foreign Language Parents' Night

Harvest Lane Christian School August 2001 to May 2002

Toledo, OH

- Designed original materials and implemented curriculum for a weekly Spanish Workshop for 7th and 8th graders
- Originated a "Passport Program" as an incentive for learning

River Trails School District 26 January 2000 to June 2000

Bi-lingual Teacher's Aide, Euclid Elementary School; Mount Prospect, IL

- Worked with Bilingual classes in grades K, 1 and 3
- Lead small group instructional pull-out sessions
- Assisted teachers with clerical duties and preparations for lessons

QUALIFYING LANGUAGE TRAINING AND TRAVEL EXPERIENCES

Eco Escuela, San Andrés, Guatemala Summer 2001

- Week of intense language study and home-stay

Centro Lingüístico Maya, Antigua, Guatemala Summer 2000

- Week of intense language study and home-stay

Universidad Laica Vicente Rocafuerte de Guayaquil, Ecuador Winter/Spring 1999

- Semester of study abroad and home-stay

Cuaunauhuac Language Institute, Cuernavaca, México Summer 1998

- Month of intense language study and home-stay

International travel

- Guatemala, Honduras, Nicaragua, Ecuador, Perú, México, Belize and Puerto Rico

JENNIFER L. KELLY PAGE 2

OTHER RELATED EXPERIENCES

Libertyville Parks and Recreation Department.....May 1995 to August 2002

Pool Manager, Swim Coach, Lifeguard, Swim Instructor; Libertyville, Illinois

- Co-coached a team of approximately 25 age-group swimmers (seven to eleven years of age)
- Organized, coordinated and hosted the Conference swim meet
- Lead public and private swim instruction to individuals of all ages (four to approximately forty years of age)
- Received Employee of the Season and Team Player Awards three seasons
- Supervised and evaluated employees

University of ToledoJuly 2000 to May 2002

Graduate Assistant Hall Director; Office of Residence Life, Toledo, OH

- Supervised student staff as well as developed and implemented active and passive training initiatives
- Collaborated in conjunction with co-workers regarding administrative and staff development projects
- Organized two campus wide selection processes for the selection of approximately sixty student staff positions
- Advised student organizations and activities
- Offered free Spanish tutoring to students

Ashland Family YMCA.....January 1998 to October 1999

Swim Coach, Swim Instructor, Lifeguard, Day Care Staff; Ashland, Ohio

- Organized swim meets and participants
- Coached and instructed swimmers (four to sixteen years of age) on a daily basis
- Supervised and facilitated the recreational programming for pre-schoolers (two to six years of age)

Home for GirlsJanuary 1999 through March 1999

Volunteer; Guayaquil, Ecuador, South America

- Provided and facilitated recreational activities and games for Ecuadorian girls of all ages
- Assisted with homework and studies
- Lead arts and crafts activities

ACTIVITIES AND INVOLVEMENT

- Volunteer, Heartbeat of Toledo (Fall 2000-Spring 2001)
- Member, Phi Sigma Iota (Spanish honorary)
- Member, Ashland University Swim Team (1995-1999), Elected Captain in 1998
- Spanish Club (1995-1999), Secretary in 1998
- Athletic Council (1997-1999)
- Fellowship of Christian Athletes (1996-1999)
- Adventure Club (1996-1998)

Eileen Kayta Thomas

ekthomas@email.com
11111 Maplewood Avenue
Maple Heights, Ohio 44137
216-222-2222 or 216-333-3333

CAREER OBJECTIVE

To obtain a middle or high school position teaching Mathematics.

EDUCATION

The University of Toledo

Bachelor of Education May 8, 2004

Bachelor of Arts in Mathematics May 8, 2004

Major: Adolescent and Young Adult Education

Accumulative GPA 3.578/4.000

Licensure: Adolescent & Young Adult, Integrated Mathematics (7-12)

HONORS

Golden Key International Honor Society

Featured in National Dean's List Book

President's List

Dean's List

RELATED EXPERIENCE

Morrison R. Waite High School, Toledo, Ohio

Student Teaching Experience, Spring 2004

- Designed and implemented lessons for 1 Pre-Algebra Class and 3 Algebra II/Honors Classes
- Educated grades 9-12 in a constructivist, student-centered classroom
- Prepared lessons that involved problem-solving and small group work
- Developed an effective discipline strategy based on positive reinforcement

Northview Sylvania High School, Sylvania, Ohio

Methods Experience, Fall 2003

- Designed and implemented a three-week unit in the content area of Algebra
- Assisted students with individual classroom assignments
- Assisted with classroom management
- Completed one hundred twenty hours of observation, assistance, and instruction

Blessed Sacrament Parochial School, Toledo, Ohio

Field Experience, Spring 2002

- Designed and instructed lessons involving Consumer Math
- Individually tutored students with learning disabilities
- Assisted with classroom management
- Completed eighty hours of observation, assistance, and instruction in the classroom

Eileen Kayta Thomas

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UT Cleveland Scholarship Programs, Toledo, Ohio

University of Toledo Campus Representative, Fall 2001- Spring 2002

- Mentored eighteen first year students
- Contacted students monthly for updates regarding scheduling and financial aid
- Served as a liaison between students and Cleveland Scholarship Programs staff

WORK EXPERIENCE

Cleveland Restoration Society, Cleveland, Ohio

Cleveland Foundation Intern, June 2003-August 2003

- Coordinated logistics for meetings and events
- Analyzed membership data which was used to restructure membership database

MBNA, Inc., Beachwood, Ohio

Intern, June 2000- January 2002

- Collected monies on delinquent accounts via telephone

Dave's Supermarket, Cleveland, Ohio

Cashier, June 1998- June 2000

- Cashiered and provided high-quality customer service

PROFESSIONAL DEVELOPMENT

National Education Association (NEA)

University of Toledo Council of Teachers of Mathematics (UTCTM)

NAACP

Black Student Union, Director of Business

Multicultural Student Leadership Institute

SciMaTec/GTCTM mini-conference (mathematics)

Multicultural Student Leadership Institute

GTCTM conference

Spring 2004

Fall 2000-Present

Fall & Spring 2001

Fall 2002-Spring 2003

Detroit, MI Sept. 2001

Perrysburg, OH Fall 2001

Chicago, IL Sept. 2002

Toledo, OH Fall 2003

REFERENCES

Available upon Request

THEODORE D. LEONARD
3333 Cayene Boulevard, Apt. 33, Toledo, OH 43614
(419) 333-3333
eleonard@email.com

OBJECTIVE

A position as a middle level educator that will utilize strong teaching abilities and various instructional strategies to create an exciting learning environment in which students of all levels of cognitive ability can achieve.

EDUCATION

University of Toledo, Toledo, OH

Bachelor of Education in Middle Childhood Education, May 2004

Ohio Licensure: **Middle Grades (4-9) Science and Social Studies (successfully passed Praxis II)**

GPA: *Cumulative 3.199/4.0 Professional Education 3.869/4.0*

Dean's List – May 2003 and December 2003

TEACHING EXPERIENCE

01/04 – present

Student Teaching Field Experience (Fifth and Sixth Grade)

Lagrange Elementary School, Toledo, OH

- ◆ Utilizing an integrated approach towards teaching by incorporating multiple teaching methods that include cooperative learning, discussion, and student-led demonstration
- ◆ Developed a three week science unit on westward expansion, incorporating detailed information about Women pioneers and stocking a Conestoga wagon with needed supplies
- ◆ Demonstrating excellent classroom management skills and a passion for teaching

09/03 – 12/03

Curriculum Integration Field Experience (Sixth Grade)

St. Catherine Elementary School, Toledo, OH

- ◆ Formulated a ten day science lesson on electricity that integrated all curricular areas
- ◆ Worked cooperatively with an intervention specialist to establish strategies easily grasped by special needs students

01/03 – 05/03

Middle Childhood Methods Field Experience (Fourth Grade)

Hawkins Elementary School, Toledo, OH

- ◆ Developed and taught ten day units on the southeastern U.S. and the motion of objects
- ◆ Assisted classroom teacher in many aspects of classroom management
- ◆ Provided additional assistance to students in need

01/03 – 05/03

Student Teacher Observer (Fourth Grade)

Hawkins Elementary School, Toledo, OH

- ◆ Observed various teaching methods with an emphasis on classroom discipline
- ◆ Observed student interaction, learning styles, and cognitive levels

08/02 – 12/02

Phonics and Word Identification Tutor (Fifth Grade)

Sherman Elementary School, Toledo, OH

- ◆ Provided one-on-one assistance to students not performing at projected reading level
- ◆ Implemented various Thinking Works© strategies to enrich phonetic awareness

WORK HISTORY

Fall 2003 – present

Holcomb's Know Place, Sales Associate, Toledo, Ohio

Summer 2003

Schneider Landscaping, Landscape Artist, Toledo, OH

Winter 2002

Kohl's Department Store, Receiver, Holland, OH

Summers 1998-2002

Forest Hills Golf Course, Golf Course Greenskeeper, LaGrange, OH

COMMUNITY INVOLVEMENT

2003-Present

Collegiate Middle Level Association, Member

1999-Present

Catholic Student Association, Member

Summer 1998

Midview In-house Soccer Association, Volunteer Coach

Spring 1998

Grafton Little League Baseball, Volunteer Coach and Umpire

COMPUTER SKILLS

Windows 98, NT, XP, Microsoft Word, Excel, PowerPoint, Macintosh Hyper studio, Internet Research

References available upon request

Genie L. Bielski

5555 Fairlawn Dr.
Toledo, OH 43613
E-mail: glbielski@email.com

Phone: (419) 444-4444
(419) 444-4444

■ Objective

To pursue a career as a physical education teacher, encouraging children of all ages to take responsibility for the importance of physical activity and recreational opportunities in their lives.

■ Education

University of Toledo Toledo, OH December 2003

Bachelor of Education: Physical Education, Recreation and Leisure Studies

Ohio Licensure: K-12 Physical Education

- Registered for Praxis II January 2004
- Cumulative GPA: 3.34
- Honors & Awards: Cum Laude, Dean's List, Study Abroad Travel Grant, Gottshall-Rex Scholarship

■ Educational Experience

Fall 2003 – Physical Education Student Teacher, Grades K-6

The American Overseas School of Rome – Rome, Italy

- Developed developmentally appropriate lesson plans: fundamental motor skill development, manipulative skills, movement exploration, sport related skill development and strategies (basketball, volleyball, and soccer), and body management
- Implemented intervention strategies for special needs students
- Involved students in the creation of a bulletin board featuring personal definitions for cooperation, confidence, sportsmanship, and teamwork
- Served as Assistant Coach for girls varsity volleyball
- Attended and assisted in Open House

Fall 2003 – Physical Education Student Teacher, Grades 9-10

Clay High School – Oregon Public Schools, Oregon, Ohio

- Designed and implemented lesson plans focusing on sport skill development and strategies for badminton and volleyball
- Instructed fitness center activities including weight lifting and step aerobics twice a week – LIFT America, National School Fitness Foundation
- Assessed student learning and development

Spring 2003 – Physical Education Methods Experience, Grades 7-8 girls

Bedford Junior High School – Bedford Public Schools, Bedford, Michigan

- Observed daily physical education classes
- Designed developmentally appropriate lesson plans focusing on sport skill development and strategies for tennis and badminton

Spring 2003 – Physical Education Methods Experience, Grades 9-10

Clay High School – Oregon City Schools, Oregon, Ohio

- Observed daily physical education classes
- Innovated daily lesson plans for skills and strategies on badminton and ultimate frisbee
- Instructed fitness center activities including weight lifting and step aerobics every other day – LIFT America, National School Fitness Foundation
- Designed bulletin board involving ultimate frisbee techniques, rules, facts, and pictures

Fall 2002 – Physical Education Methods Experience, Grades K-6

McGregor Elementary – Washington Local Schools, Toledo, Ohio

- Observed daily physical education classes
- Developed developmentally appropriate lesson plans including: fundamental motor skill development, manipulative skills, movement exploration, sport related skill development and strategies (soccer), and body management
- Assisted with the Pumpkin Run

Fall 2002 – Physical Education Methods Experience, Grades K-6

Chase Elementary - Toledo Public Schools, Toledo, Ohio

- Observed daily physical education classes
- Developed developmentally appropriate lesson plans including: fundamental motor skill development, manipulative skills, movement exploration, sport related skill development and strategies (soccer, hockey), and body management
- Constructed bulletin board for hockey: listed all NHL teams and pictures, promoted Toledo Storm Hockey with pictures, rosters, and schedules for all students

■ Work Experience

2003 Trail's End Camp – Beach Lake, Pennsylvania

Assistant Waterfront Director/Camp Counselor

- Assisted the waterfront director in organizing and directing the waterfront program and staff
- Lifeguard, waterski instructor (ages 7-17)
- Cabin counselor, 8 girls ages 12-13

1998-2003 University of Toledo, Parking Enforcement – Toledo, Ohio

Student Assistant

- Clerical, data entry, customer service

2000-2002 Camp Vega for Girls – Kents Hill, Maine

Camp Counselor

- 2000-2001 Waterski instructor (ages 7-17), cabin counselor for 14 girls ages 10-12
- 2002 Administrative Assistant – assisted program director, tour guide, data entry, organized Vega Classic, and brother/sister day, cabin counselor 12 girls ages 12-13

1998-2001 Grand Slam USA – Toledo, Ohio

- Front desk, cashier, machine operator – batting cages, laser tag

■ Professional Memberships

Ohio Association for Health, Physical Education, Recreation and Dance

Delta Delta Delta

- Vice President Public Relations (2001-2002)
- Formal Recruitment Advisor (2001)
- Activities Chairman (1999-2000)

Cover Letter Information

The purpose of a cover letter is to introduce your resume. It may also serve as a professional objective or personal statement. Keep in mind, the reviewer uses it as a writing sample as well – grammar and spelling errors will give a negative impression concerning your attention to detail and professional image. The following cover letter examples provide guidelines concerning effective format and layout styles. Career Services encourages you to schedule an appointment with a Career Advisor to help you develop a unique cover letter that showcases your individual experience and strengths. Contact Career Services to set up an appointment at 419.530.4341.

Keep these points in mind as you sit down to create your cover letter:

- If you would like to present a consistent, professional look with all of your job search correspondence, use the same heading (name/address/phone/email) on your cover letter that you created for the top of your resume. This becomes your own personal letterhead.
- If at all possible, address your cover letter to a specific person: superintendent, principal, human resource director, or other hiring official.
- If someone is referring you to a specific position, use that individual's name in the first paragraph to catch the reader's attention.
- ♦ Remember to convey confidence without seeming arrogant. To do this more effectively, focus on specific examples to illustrate your skills and abilities.
- ♦ Always remember to tell the employer what you can do for the organization, not what the school can do for you.

Cover Letter Formula

- | | |
|--------------------------|--|
| First Paragraph: | State why you are writing by identifying the name of position you are Seeking and how you found out about it. Insert a brief statement about the school – why do you want to work there? Include the names of any references. |
| Second/Third Paragraphs: | Explain your qualifications for the position, highlighting specific examples that illuminate your skills and abilities. Include the degree and the Licensure you are receiving. |
| Final Paragraph: | Refer the reader to your resume for more information if you did not already in the second or third paragraph. Utilize a strong close – let the employer know what you are going to do next. Try to incorporate specific piece of information about the school to prove that you did your research. Thank the reader for his or her time. |

Adeline Streudel

111 Douglas Avenue • Toledo, OH 43606 • 419.111.1111 • streudelteacher@email.com

April 1, 2004

Mrs. Principal
Gesu School
2045 Parkside Dr.
Toledo, OH 43607

Dear Mrs. Principal:

The Catholic education experience provides children with a well-rounded educational experience infused with faith and morals, which I feel are two important factors when educating our youth of today. Drawing from my experiences as a student teacher and substituting in various classrooms, I welcome the chance to begin my professional teaching career at Gesu. I noticed a second grade position listed on the website, and as highlighted in my enclosed resume, my academic achievement, related teaching experience, volunteer involvement and past employment demonstrates that I possess the qualifications to begin my teaching career.

During my student teaching experience I implemented lessons that were age appropriate, hands-on and individualized. I developed work pages that dealt with the spelling and writing of "lightning words" which provided the building blocks for each students' own Lightning Word Dictionary. In the classroom, I constructed different centers for the children to explore, including a nature pavilion, a space odyssey and an alphabet adventure. In the "Mad about Math" center, I encouraged students to take the Math Challenge, using manipulatives to solve simple addition and subtraction problems.

A personal goal of mine is to provide my students with a stimulating, challenging, and healthy learning environment that will allow them to become active in their learning experience. In order to do that, I must also effectively communicate with students, faculty, parents, and administrators. As a student teacher I developed a parent e-newsletter to help distribute information and collect feedback on homework assignments.

Being an involved student and active member in various organizations, as well as working part-time throughout college, required perseverance and good time management skills. While teaching is a demanding career, I am confident my experiences have prepared me to succeed.

I am interested in meeting with you to discuss my qualifications for the second grade position at Gesu School. I will contact you within two weeks to arrange an interview at your earliest convenience. Thank you for reviewing my credentials as a potential candidate and considering me for your teaching staff.

Sincerely,

Adeline Streudel

***Bernadette Peters
1111 Sugar Crest Circle
Toledo, Ohio 43608***

December 1, 2003

Mr. Wonderful Superintendent
Toledo Public Schools
1919 Manhattan
Toledo, Ohio 43608

Dear Mr. Superintendent:

Having completed my student teaching experience with 9th through 12th grade students at Rogers High School, I look forward to teaching social studies in Toledo Public Schools. I have lived in Toledo all my life and I am fully aware of the school community, its history and its future. As highlighted in my resume, my related teaching experience, academic achievements and my involvement with youth of all ages prove my qualifications to begin a rewarding teaching career.

Teaching Social Studies has given me an opportunity to communicate with a diverse group of people, which has influenced the lessons and teaching strategies I implement in the classroom. For example, in a lesson on the Civil Rights Movement, I placed numerous signs around the classroom forbidding the students from doing certain activities. In order for the signs to be removed, the students had to form community action groups similar to those in the Civil Rights Movement, decide on a cause in which to fight for, and make protest signs to prepare for a peaceful demonstration. Finally, the students marched around the outside of the school, sang songs and gave speeches that had to convince me to take down the signs.

Through involvement with various youth activities outside of the school, I have learned how to develop activities that will stimulate the minds of the students. I have also had a chance to hear concerns and suggestions from both parents and students that will help me develop an effective classroom environment. And as a concerned citizen, I feel that it is necessary for students to be involved with extra-curricular activities. To that end I look forward to advising or co-advising organizations that stimulate a positive after school environment for students.

Thank you for taking time to read and consider my application. I will follow-up with you before the end of the month, hopefully to set up a convenient time to discuss potential positions.

Sincerely,

Bernadette Peters

612 South Main Street
Swanton, OH 43558
January 19, 2004

Penelope Winters
Sylvan Learning Center
Holland, OH 43528

Dear Ms. Winters:

Having just completed my degree in Early Childhood Education, I am seeking a teaching position to begin my career in Education. Through researching Sylvan Learning Centers, I have come to find that the center's mission coincides with my own beliefs about teaching for the students' maximum individual benefit. The Sylvan Advantage is innovative and effective - customizing education programs to meet each and every child's unique needs.

Teaching to a wide variety of developmental levels has provided me with the opportunity to develop a diverse repertoire of teaching strategies. I can effectively design and implement individualized activities that address different learning styles, including strategies for verbal, visual and kinesthetic learners. I have developed lesson plans incorporating educational kinesiology and guided reading, and have experience with students with dyslexia, dyscalculia, dysgraphia and ADHD.

Being a full time student as well as working part-time to pay my tuition throughout college required perseverance and good time management skills. While teaching is a demanding career, I am confident that my life experiences have prepared me for success.

I am interested to meet with you to discuss my qualifications for a teaching position in your center. Thank you for taking the time to review my resume, and I will contact you within two weeks to see if you are interested in arranging an interview at your convenience. Feel free to contact me with any questions you may have.

Sincerely,

Bethany Whitacre