

Career Services

OUR MISSION IS YOUR FUTURE

Published by the Career Services Office – Division of Student and Campus Life
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Resume & Cover Letter Guide for Educators

Self Assessment:

In order to write an effective resume, you need to sit down and answer some questions about yourself. These are the same kinds of questions that you have been asked throughout your college career and will be asked when interviewing. Can you answer them?

- What are your short and long range career goals?
- What are your strengths?
- What skills do you possess that may be of interest to someone reading your resume?
- What have you done in your academic work, summer jobs or co-curricular activities that the reader might find relevant?
- What have others said about your work through evaluations and informal comments?

Using Your Answers To Build Your Resume:

Now that you've begun to think about your best qualities you can begin to develop and organize your resume. An employer spends about 15-20 seconds on an initial review, so keep in mind that the information with the most impact should be closer to the top.

- Typically, the reader wants to know the purpose of your resume. Your objective tells what you want to do, what strengths you have to do it and, possibly, what environment you want to do it in. This is typically the hardest part of resume development, but very important in focusing the reader. The objective does not have to be too narrow (To become a 2nd Grade Teacher at a Charter School), but it also shouldn't be too broad (To become a Teacher). Some writers will have 2-3 resumes with different objectives in order to give themselves options. If you're struggling with your objective and your career focus, ask for help.
- Once you have your target field, research what qualifications the reader may be seeking. You can do this by going to our website and looking at posted openings or talking with Alumni Career Partners or your own networking contacts and getting their advice. Knowing what kind of background and skills employers in your field want can help you to prioritize the rest of the information on your resume.
- Organize your resume in order of importance. Give more information about those experiences and qualifications that make you a good candidate and don't give a lot of detail about extraneous or unrelated experiences. Exception: if an unrelated experience allowed you to develop significant skills, go ahead and give more detail. An example: perhaps you served as President of a major campus organization (unrelated to your career goals), and as a result, developed strong leadership and organizational abilities. Those skills are valued by all employers and should be acknowledged in some way on the resume.
- Most people do not provide highly personal information such as age, marital status, ethnic background, religious preferences, etc.
- Finally, understand that your resume is a demonstration of your qualifications now. It is an ever-changing document and should be updated on a regular basis.

Hints On Cover Letter Composition

When sending your resume by mail to any employer, make sure you always include some type of introduction letter. Employers often receive so many inquiries about positions that they are genuinely impressed when a well-crafted, professional letter accompanies a resume. Styles and formats vary, but essentially a cover letter is a form of formal business communication, which serves as an introduction of you and your qualifications to a prospective employer.

The three most common types of cover letters are: *letters of inquiry* in which you are unaware of any specific vacancies, but want to establish your interest in opportunities which *may* become available with a particular employer; *letters of application* are written when you are aware that an opening does indeed exist and you wish to address your specific attributes which qualify you; *networking letters* for those employers you have been referred to through your networking contacts.

Keep in mind the following points when writing your cover letters:

- Your letter must be directed to a specific person and reflect that person's correct title. **If possible, do not** use Dear Sir/Madam or Dear Personnel Director salutations.
- Your letter should be word processed. Be sure to use the best possible printer available (laser or letter-quality). Appearance is very important when making a first impression. Use high quality bond paper in the same color as your resume. Do not use harsh or severe shades. **Boldface**, *italics*, and the use of simple graphics or multiple type fonts/sizes can be utilized but should not be overdone or distracting.
- Personalize the letter whenever possible. For example, mention the name of the organization in the body of your letter rather than referring to "your organization". Careful use of creative techniques such as anecdotes, career-relevant quotes, and the stressing of unusual qualifications can make your letter stand out. It can help to think about not only what you've done, but how well you've done it. Use these techniques to avoid simply restating information that you have included on your resume.
- Cover letters are not autobiographies. The goal is to keep your letter short enough to sustain the interest of the reader, and at the same time include enough information about your qualifications to provide the employer with the incentive to invite you for an interview. Your task is to enlighten the employer about what you know, what you can do, and what you can bring of value to the employer in question.
- Have someone proofread your letter for errors, awkward phrases, etc. Your letter must be accurate, attractive and error-free.

Cover letters should always reflect *your* writing style. Do not copy anyone else's or any of the examples found in this guide. If you are having trouble, consult the Career Services Office resource area for additional information. Office staff would be more than happy to review rough drafts of your cover letter.

Sample Cover Letter Outline

YOUR STREET ADDRESS
CITY, STATE, ZIP
DATE

EMPLOYER NAME
TITLE
ORGANIZATION
ADDRESS

SALUTATION:

The **first paragraph** should establish why the letter is being written. Are you aware of a specific vacancy? If so, cite the source where you learned about the opening. Has someone referred you to this employer? If so, use their name (with permission). Perhaps you are just inquiring about the possibility of an opening. If so, try to write something that will attract the attention of the reader and encourage him/her to want to know more about you.

The **second and perhaps third paragraph** establishes your qualifications. You may wish to outline what you think are your unique academic, experiential and personal qualities and how they relate to the position you are seeking. **It's important to demonstrate that you're aware of what you can bring of value to an employer.** It may be a good time to mention information that points out that you've done your "homework." Ideally, through research, you've developed a certain degree of knowledge about the employing organization. Provide one or two specific examples that demonstrate your most outstanding career-related characteristics.

The next paragraph is fairly straightforward. Offer to provide additional information regarding your qualifications. You should let the employer know that you would welcome the opportunity for a personal interview and/or that you look forward to hearing their response.

Thank you for your consideration is all you need to say in the last paragraph.

Sincerely,

Signature

Typed Name

Enc. (means *enclosure*, indicating that your resume is included with cover letter.)

Quick Answers to Your Questions on Developing a Quality Resume

Probably one of the most important documents you'll ever compose, your resume, serves as a highly polished, professionally written presentation of your qualifications to prospective employers. Keep in mind that friends, family, faculty, recruiters--almost everyone has an opinion about what constitutes the "perfect" resume. No such document exists. A good resume needs to contain certain kinds of information that employers expect to see, but what you say, how you say it and the style in which you present it is entirely up to you. You need to use a little imagination and creativity to present your unique qualifications to employers. Do not copy the samples in this publication or others. Use them as guidelines and to generate ideas on how to design your resume.

For more information about resumes or cover letters, refer to one of the many books on resume writing in the career library or consult with the Career Services staff. The following are some key points to remember:

Length

The resume should be a concise statement of your background and qualifications. While one page is generally sufficient, in some cases a particularly capable and experienced candidate may require a second page. If a second page is needed, ensure that it covers at least half of the second page, include your name at the top and use a paperclip, do not staple.

Format

There are many different formats and approaches to visually present your qualifications. Your choice of a format is going to depend to a great extent on the type and quantity of information you wish to provide. Avoid splashy and overly creative gimmicks, but don't be afraid to break from the norm to some extent. The use of simple linear graphics and varying type fonts/sizes can liven up an otherwise drab resume.

Appearance

Try to keep the resume pleasing to the eye. Don't present information in long, thick paragraphs. Potential employers will review this document quickly, so make it easy to read. All print on your resume should be black. If you include e-mail addresses or web sites, please remove the hyperlinks that underline and automatically turn the print blue by right clicking on the address.

Paper and Printing

Use high quality bond 8 1/2 x 11 inch paper in white or off-white colors. Your resume and cover letter paper as well as your envelope should match. We strongly recommend laser printing your resume. The Career Services Office has a Student Computer Lab area with 2 computers, printers, resume paper and envelopes available for your use. If possible, run your envelopes through a printer as well. If not, use labels or print the address carefully.

References

Your references should be listed on a separate page on matching paper with your name clearly stated at the top. Along with the names of 3-5 references, you should also list their job title, organization, address, phone number and e-mail address.

Remember, your cover letter, resume and reference page are typically your first introduction to an employer and their presentation makes a statement about you. Are you neat, organized, do you use your words well and with impact, are your sentences coherent and enlightening? Take the time and care to make a strong impression!

Sample Resume Outline

Your Name • Your Address

Your Phone Number

Your E-Mail

Objective	If you decide that you wish to include an objective on your resume, make sure that it is specific and well stated. Avoid vague and ambiguous statements. Your objective can be stated in your cover letter instead of your resume.		
Education	<p>In this section you will want to include information about the institutions you have attended, degrees received, and your majors and minors. Optional information for this section can include your GPA, honors and awards including Dean's List and study abroad information. A typical format for a Geneseo student might look like this:</p> <p>State University of New York at Geneseo Bachelor of Science, Early Childhood Education, May 2009 Overall GPA: 3.2/4.0 Dean's List: Spring 2008</p>		
Certification	State your certification, either Initial or Professional , your specific area of certification (Childhood 1-6, Adolescent 7-12...) and anticipated date of receipt (September 1 or February 1).		
Experience	<p>Your Experience sections can take on many different formats. You might have a separate section for Teaching Experience. Other Experience sections might be called Work Experience, Related Experience, Volunteer Experience, Leadership Experience, etc. Keep in mind that you may have an Experience section with only one item in it. This is a good tactic if you want to draw particular attention to what you feel is a very important aspect of your resume. It is more important to categorize your experiences based on relatedness of the skills you used or learned rather than whether or not you were paid, received credit for the experience, or if it took place during the school year or the summer. Therefore, a Related Experience section might include a summer job, a credit-bearing internship and a research project that you did for class. A typical entry in an Experience section might look like this:</p> <table><tr><td>Student Teacher Fall 2008</td><td>Mount Morris Central Schools, Grade 4 Mount Morris, NY</td></tr></table> <ul style="list-style-type: none">•Developed bulletin boards, handouts and activities related to "Seasons" theme•Implemented positive classroom management strategies•Participated in Open House	Student Teacher Fall 2008	Mount Morris Central Schools, Grade 4 Mount Morris, NY
Student Teacher Fall 2008	Mount Morris Central Schools, Grade 4 Mount Morris, NY		
Activities	Include clubs and organizations that you have been a member of, volunteer activities that you have participated in and leadership positions that you have held not stated elsewhere on the resume.		
Skills	<p>Computer Skills: Should include information on systems, software, hardware and languages that you have used that are relevant to a career in education.</p> <p>Foreign Language Skills: List written or verbal ability in any foreign language.</p> <p>You may wish to separate each Skills section or combine into one depending on the focus and length of your resume.</p>		
References	Can be simply stated as "Available Upon Request".		

Action Verbs

The following is a list of action verbs that should help you in describing your experiences and activities on your resume.

Management Skills

Administered
Analyzed
Assigned
Attained
Chaired
Consolidated
Contracted
Coordinated
Delegated
Developed
Directed
Evaluated
Executed
Improved
Increased
Organized
Oversaw
Planned
Prioritized
Produced
Recommended
Reviewed
Scheduled
Strengthened
Supervised

Communication Skills

Addressed
Arbitrated
Arranged
Authored
Collaborated
Convinced
Corresponded
Developed
Directed
Drafted
Edited
Enlisted
Formulated

Influenced
Interpreted
Lectured
Mediated
Moderated
Negotiated
Persuaded
Promoted
Publicized
Reconciled
Recruited
Spoke
Translated
Wrote

Research Skills

Clarified
Collected
Critiqued
Diagnosed
Evaluated
Examined
Extracted
Identified
Inspected
Interpreted
Interviewed
Investigated
Organized
Reviewed
Summarized
Surveyed
Systematized

Technical Skills

Assembled
Built
Calculated
Computed
Designed
Devised

Engineered
Fabricated
Maintained
Operated
Overhauled
Programmed
Remodeled
Repaired
Solved
Upgraded

Teaching Skills

Adapted
Advised
Clarified
Coached
Communicated
Coordinated
Demystified
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Guided
Informed
Instructed
Persuaded
Set goals
Stimulated
Trained

Financial Skills

Administered
Allocated
Analyzed
Appraised
Audited
Balanced
Budgeted
Calculated

Computed
Developed
Forecasted
Managed
Marketed
Planned
Projected
Researched

Creative Skills

Acted
Conceptualized
Created
Customized
Designed
Developed
Directed
Established
Fashioned
Founded
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Originated
Performed
Planned
Revitalized
Shaped

Helping Skills

Assessed
Assisted
Clarified
Coached
Counseled
Demonstrated
Diagnosed
Educated
Expedited
Facilitated

Familiarized
Guided
Motivated
Referred
Rehabilitated
Represented

Detail Skills

Approved
Arranged
Cataloged
Classified
Collected
Compiled
Dispatched
Executed
Generated
Implemented
Inspected
Monitored
Operated
Organized
Prepared
Processed
Purchased
Recorded
Retrieved
Screened
Specified
Systematized
Tabulated
Validated

Accomplishment Verbs

Achieved
Expanded
Improved
Pioneered
Reduced
Resolved
Restored
Spearheaded
Transformed

College Address:

Box 8888, 10 MacVittie Circle
Geneseo, NY 14454

Home Address:

88 Heather Street
Rochester, NY 14623

Objective: A student teaching position in an urban and rural setting allowing for further development and application of creativity and planning skills.

Education

BS in Education – Early Childhood Education (Birth – Grade 2), May 2010

State University of New York at Geneseo

Concentration in Psychology

GPA in Education – 3.11

AA in Psychology, December 2007

Monroe Community College, Rochester, New York

Overall GPA 3.4

Field

Harris Hill Elementary, Penfield, New York

Experience

Kindergarten Classroom, Spring 2009

Participated in classroom activities such as cooperative reading with students, group activities and read alouds. Prepared a lesson based on literacy following the New York State learning standards. Studied a child in the classroom with learning disabilities and formulated learning techniques.

School #50, Rochester, New York

Grade 2, Fall 2008

Observed a classroom which included discovery based learning and problem solving both individually and in cooperative learning groups. Learned strong classroom management skills by encouraging student responsibility and reinforcing consequences regarding classroom expectations, behavior and homework.

**Related
Activities**

Elementary & Secondary Education Association Vice President

Girl Scouts of America Volunteer

Xerox Center for Multicultural Education Volunteer

Council for Exceptional Children Member

Special Olympics Volunteer

Computer Skills

Microsoft Word, PowerPoint, Excel and Adobe Illustrator, Photoshop

**Work
Experience**

Work up to 20 hours per week in Milne Library in technology support during the academic year and full-time in the summers at YMCA summer camp.

April 15, 2009
Courtside Apartments #3B
Geneseo, New York 14454

Ann B. Davidson
Associate Superintendent of Schools
Muirfield Public Schools
1893 West Marblehead Highway
Lowell, Massachusetts 08989-8904

Dear Ms. Davidson:

A solid educational preparation involving both theoretical and practical aspects of speech and language pathology combined with experience in several diverse clinical settings has prompted me to apply for the Middle/High School Speech Pathology vacancy at Muirfield Public Schools. I learned of the opening through an advertisement in the Boston Globe on April 14, 2009.

This winter I completed my college studies at the ASHA-accredited Communicative Disorders and Sciences program at the State University of New York at Geneseo, and I hope to relocate to the greater Boston area to begin my career. Throughout my undergraduate studies I had the opportunity to assist clients from ages six to adult with diverse speech-language disorders.

One of the main reasons I am interested in the position at Muirfield stems from a very successful student teaching experience I had last semester at the Suffolk County (NY) Board of Cooperative Educational Services. During that practicum, I spent a significant amount of time with junior and senior high students with language and voice disorders. My cooperating therapist mentioned that she felt I had a particularly strong affinity for that age group. I also observed and assisted with therapy for several teenage clients at both the SUNY Geneseo Campus Clinic and Summer Fluency Clinic.

In addition to career related experience, the enclosed resume also demonstrates my willingness to work hard and assume leadership responsibilities. I've earned all of my college costs through summer and part-time work, and I participated on the executive committee of several student groups.

I am confident that I have the training, enthusiasm, and personal qualities to make a positive contribution to the Muirfield School System. I would appreciate the opportunity for an interview and would be happy to complete a district application. I will be in the Boston area the week of May 10 and will contact you to determine if we can schedule an interview. If you would like additional information prior to that time, please feel free to contact me.

Thank you for your consideration.

Sincerely,

Katrina Ericson
Enc.

KATRINA ERICSON kte99@geneseo.edu

College Address: Courtside Apartments #3B, Geneseo, NY 14454, (585) 243-7895

Home Address: 971 Mockingbird Hill, Port Byron, NY 13564, (315) 445-9012

PROFESSIONAL OBJECTIVE

Speech Language Therapy position in a public school setting.

EDUCATION

State University of New York at Geneseo

Bachelor of Science Degree, Speech & Hearing Handicapped, December 2008

Overall GPA = 3.47

CERTIFICATION

New York State Initial Certification as Teacher of Speech and Language Disabilities (N-12), February 1, 2009

CLINICAL EXPERIENCE

STUDENT TEACHER, BOCES 2, Patchogue, New York, Fall 2008

- Involved in hearing and language screening, administering a variety of diagnostic tools.
- Used push-in, pull-out collaborative therapy models.
- Worked with students with learning disabilities, multiple handicaps, mental retardation, emotional disturbances and ADD.

SPEECH and HEARING CLINIC, SUNY Geneseo, Fall 2007 and Spring 2008

- Assisted adult clients with aphasia and accent modification.
- Performed diagnostic evaluations of children and adults.
- Assisted child clients with articulation, language and voice disorders.

FLUENCY CLINIC AIDE, SUNY Geneseo, Summer 2007

- Assisted faculty with administration of nationally known intensive summer clinic for 18 teenage clients.

ACTIVITIES and HONORS

National Student Speech-Language-Hearing Association, New York State Speech-Language-Hearing Association, Dean's List three semesters, Junior Class Treasurer, America Reads Tutor, Volunteer at local ARC for three summers, Intramural dodgeball, Sigma Chi Delta social sorority

EXPERIENCE

Have worked as a cashier, sales clerk, recreation aide and delivery person to earn 100% of college costs.

REFERENCES

Furnished upon request.

March 23, 2009
789 Queen Street
Scio, New York 13424

William L. Hickox
Director of Special Education
Monmouth River BOCES
Yardley, New York 15999

Dear Mr. Hickox:

As a May 2009 graduate of SUNY Geneseo I would like to express my interest in your Special Education program and outline why I am well-suited to join the professional staff at Monmouth River.

As you can see from the enclosed resume, my commitment to special education is well documented. I've had numerous opportunities to work with a variety of special needs individuals, not only through formal college requirements but via volunteer and summer employment as well. Simply put, I have strived to obtain as much experience as I could to make me as well prepared as possible for the demands that confront special education professionals in the classroom. In addition, the educational experience at Geneseo has been a positive one--faculty have provided exposure to current issues associated with special education as well as the means to deal with the day-to-day rigors of teaching.

Please consider this letter as an expression of my genuine interest in pursuing any vacancies that may arise at Monmouth River for next Fall. As an added plus, I recently completed a very successful student teaching experience in a BOCES setting and, as a result, am familiar with the interdisciplinary approach to the delivery of special education services in an organization such as yours.

I would be happy to complete an application and meet with you in person to discuss my qualifications. Thank you for your consideration.

Sincerely,

Richard A. Kirk
Enc.

RICHARD A. KIRK Educator of Children with Special Needs
RAK84@geneseo.edu • (315) 454-9089

College Address

Box 2244, 10 MacVittie Circle
Geneseo, New York 14454

Permanent Address

789 Queen Street
Scio, New York 13424

Highlights of Qualifications

- ◆ Extensive classroom experience with variety of populations.
 - ◆ Active in career-related campus professional groups.
- ◆ Commitment to special needs individuals demonstrated via numerous community volunteer activities.
 - ◆ Sensitive and patient with strong communication skills.
- ◆ Strong technology skills including web site development, Word, PowerPoint, Illustrator & Photoshop.

Education

Bachelor of Science in Education, Childhood Education with Special Education, May 2009
Concentrations in Spanish and Mathematics
State University of New York at Geneseo

Certification

New York State Initial Certification
Childhood Education (1-6) and Students with Disabilities (1-6), Issued September 1, 2009

Field Experiences

Student Teaching

Keene Valley BOCES, Milton, NY and Geneseo Elementary School, Geneseo, NY, Fall 2008

- Taught students with moderate and severe learning disabilities, emotional disturbances, ADD/ADHD, Epilepsy and Tourette's Syndrome. Effectively provided instruction to Option II and III classes based on IEP's, attended Committee on Disabilities planning sessions, and coordinated student participation in regional Special Olympics.
- Taught second grade classroom of 18 students and planned lessons on weather theme. Created fun and challenging "Add Them Up" homework sheets for students and participated in parent/teacher meetings as well as an Open House. Implemented new classroom management techniques and ideas, creating a reward system for positive behavior and classroom cooperation.

Participation

Junior year coursework included 30 clock hours at local school system providing Option II students with small group instruction and tutoring.

Work Experience

Spent summers 2006-2008 as Counselor at Camp Augusta in Maine. Assumed cabin supervision for 12 multiply handicapped boys; planned recreational and social activities. Other routine part-time jobs included fast food cook, mail clerk and factory assembler.

College and Volunteer Activities

Council for Exceptional Children, Vice President
Disabled Swim Program
Intramural Sports - Soccer & Basketball
Karate Club

Special Olympics
ARC Volunteer
America Reads Tutor
Geneseo Organization for Deaf Awareness

College Placement File: Available Upon Request

March 13, 2009
67 Maplehurst Court
Port Liberty, New York 13567

Lester B. Goodemote
Assistant Superintendent for Personnel
Jones Falls Unified Central School District
1298 Albion Boulevard
Jones Falls, NY 14897

Dear Mr. Goodemote:

I recently learned from Alfred Scripps, a teacher in your district, that the Jones Falls School District has an opening for a Middle School Teacher of English. My numerous experiences teaching and supervising students between the ages of 12-17, when coupled with a solid academic preparation in literature and grammar, make me a strong candidate for the position.

Last semester, I completed very successful student teaching experiences with middle school and high school students in both a rural and urban setting. In my middle school placement, I was particularly challenged to make the study of both grammar and American literature interesting, since those topics are generally not the favorites of young adolescents. To achieve that goal, I created "teams" to frame the experience of learning grammar in competitive, yet positive terms. My approach to literature incorporated activities which utilized a TV tabloid format to help students develop a better understanding of some of the characters found in classic American works.

In my conversation with Mr. Scripps, I learned a great deal about the approaches to secondary education utilized at Jones Falls, and I can confidently state that the District appears to be an excellent environment in which a new classroom teacher might begin his career. I can offer you a strong commitment to and interest in working with young adults as well as a sincere appreciation of the English language.

In addition to my cover letter and resume, I have included your district application and I will be forwarding a copy of my placement file to your attention. I hope you will consider my qualifications seriously as you make decisions regarding personal interviews.

Thank you for your time. I look forward to hearing from you.

Sincerely,

Peter A. Mayer

Enc.

PETER A. MAYER

67 Maplehurst Court • Port Liberty, New York 13567 • (315) 987-9098 • pam67@geneseo.edu

OBJECTIVE	A teaching position in English Education (7-12) with the opportunity to make the learning of language and literature a positive, enjoyable experience.
EDUCATION	BA, English with Certification in Adolescent Education, May 2009 State University of New York at Geneseo Overall GPA: 3.21 GPA in English: 3.32 Oxford University, Oxford, England, Studies in English Literature Summer 2007
CERTIFICATION	New York State Initial Certification in English Language Arts (7-12), Expected September 1, 2009
TEACHING EXPERIENCE	Student Teacher , Fall 2008 <i>Grades 6-9, Colony Central Schools, Colony, New York</i> Completed eight weeks in a rural district with teaching duties for classes in Grammar, Composition, and American Literature. Assisted with after-school study sessions to prepare students for state-required testing. Helped with the school newspaper, attended a variety of school functions and committee meetings. Volunteered to assist Library Media Specialist with new acquisitions. <i>Grades 9-12, Rochester City School District, Rochester, New York</i> Completed eight weeks in an urban setting teaching English Literature, Poetry and Advanced Writing. Developed and implemented lessons in grammar to ensure that relevant and necessary skills are taught and reinforced. Linked lessons to students' individual writing pieces, literature, and real-life experiences. Assisted with Drama Club and the Yearbook Committee. In-Service Workshops , Fall 2008 <i>Attended 6 + 1 Traits of Writing, Techniques in Adolescent Literacy, Boys and Girls Learn Differently, and Utilizing Technology in Your Classroom</i> Tutor/Teacher , Summer Enrichment Program, Regional Summer School, Elmhurst, New York, Summers 2007 - 2008 Selected by local school administrators to assist with instruction of 6-8 middle school students in need of remediation in language skills.
OTHER WORK EXPERIENCE	Worked several summers and part-time while in college to finance college expenses. Jobs included waiting tables in a resort hotel and assisting a local contractor with new home construction.
HONORS & ACTIVITIES	Dean's List; Kappa Delta Pi, Education Honorary; Intramural Basketball (Spring 2008 League Champions), Big Brother program volunteer
REFERENCES	Available Upon Request

February 12, 2009
245 Whistle Stop Lane
Dansville, New York 14437

Joan M. Rigg
Superintendent of Schools
Flower City Public Schools
15436 West Weaver Boulevard
Rochester, New York 14614

Dear Ms. Rigg:

I recently learned through the Career Services Office at SUNY Geneseo that the Flower City School District is accepting applications for Reading Teachers expected for the next school year. With quality experience in several teaching situations and a genuine eagerness to continue my career as a Reading Teacher, I would like you to give my application serious consideration.

There are several reasons why I am confident I could make a positive contribution to the Flower City Public Schools:

Experience...exposed to urban and rural schools...teaching duties with variety of age, grade and socioeconomic levels...extensive participation in school activities...and developed instructional techniques for early learners.

Education...will complete state-of the-art training at the graduate level at a highly selective and competitive college with an excellent reputation for teacher training...program blended theory with extensive practicum experiences...elementary education undergraduate courses complement professional objective...faculty encouraged participation in college activities related to education profession.

Personal...strong sense of achievement and positive work ethic demonstrated via teaching experience, academic success, campus leadership, and summer/school year employment...genuinely enjoy children and the challenge of making learning a positive experience.

My resume and a district application are included with this letter and I have requested that my placement file, which includes an unofficial college transcript, be sent as well. I would appreciate the opportunity to meet in person with you or a member of your staff to discuss my qualifications. Thank you for your consideration.

Sincerely,

Jane Freed

Enc.

Jane R. Freed jrf99@geneseo.edu

245 Whistle Stop Lane, Dansville, New York 14437, (585) 335-0943

OBJECTIVE

Reading Teacher in public or private school setting. Offer a solid professional preparation in teacher training, diverse classroom experience, and a commitment to the intellectual and social growth of children.

EDUCATION

State University of New York at Geneseo

Master of Science in Education, Literacy (B-6), May 2009

Overall GPA = 3.6

Bachelor of Science in Education, Childhood with Special Education, May 2005

Math Concentration

Overall GPA = 3.5

GPA in Education = 3.7

CERTIFICATION

New York State Professional Certification in Literacy (B-6)

Expected September 1, 2009

New York State Initial Certification in Childhood Education (1-6) and Students with Disabilities (1-6), Issued September 1, 2005

TEACHING EXPERIENCE

Third Grade Teacher, Dansville Central Schools, Dansville, New York, 2005 – 2008

- ◆ Implemented a balanced literacy program through guided reading, literature response circles, readers' theatre, journal writing and writers' workshops.
- ◆ Planned, implemented and assessed instruction that is aligned with New York State standards in the areas of mathematics, reading, writing, science, social studies, grammar, spelling and cursive handwriting.
- ◆ Taught a diverse student population, including students with learning disabilities, attention disorders and physical limitations.
- ◆ Planned a classroom Open House each fall and produced a monthly newsletter to keep parents informed of classroom activity.
- ◆ Incorporated technology into the classroom, requiring small groups to work together to create newsletters and PowerPoint presentations.
- ◆ Acted as the 3rd grade Math Coordinator for 2007-2008.
- ◆ Scored the NYS Social Studies Test – Grade 5 as well as the NYS English Language Arts Test – Grade 4.

Student Teaching, Spring Semester 2005

Grade 5, School Number 9, Rochester, New York

Grade 1, Geneseo Elementary School, Geneseo, NY

- Experienced both urban and rural school settings in classes ranging from 21 to 30 students.
- Incorporated Whole Language techniques of instruction.
- Utilized "Math Olympics" theme to motivate learning.
- Attended school board meetings, open houses, parent conferences, and an inservice workshop relating to behavior modification.

Substitute Teacher, Spring 2004 – Fall 2005

- Substituted for teachers in the Livingston County area in the elementary, middle and high schools.
- Taught Elementary School, Middle School Science, Math and English and High School Chemistry and French.

RELATED WORK EXPERIENCE

Summer Treatment Program, Imagination, Inc., Ballston Spa, New York, Summer 2004

- Counselor at day camp for children with Attention Deficit Hyperactivity Disorder.
- Implemented behavior modification system using daily report cards.

Teacher's Aide, Miss Kathy's School, Ballston Spa, New York, Summers 2002-2003

- Provided supervision to 25 children, toddler to age 6.
- Assisted teaching staff with lesson development and activities planning.

Volunteer, Special Olympics of Monroe County, Summer 2003

- Assisted in the planning, organizing and running of this event which attracted over 400 athletes and 150 volunteers.

Dance Teacher, Geneseo Dance Academy, Geneseo, New York, Summer 2003

- Worked with advanced tap classes in preparation for competitions, recitals and exhibitions.

COLLEGE HONORS AND ACTIVITIES

Dean's List, four semesters

Cum Laude

Black Student Union, Secretary

America Reads Tutor

Council for Exceptional Students

Elementary and Secondary Education Association

Kappa Delta Pi Educational Honorary

Orchesis Dance Club, Choreographer

Dance Ensemble Member

Knights Work – Day of Caring Volunteer

REFERENCES

Available upon request.

E-PORTFOLIO

Available at www.readfreedteacher.com