 ***Teacher***
Résumé
Guide

Tailoring Your Résumé

1. Career Objective _____

2. List 10 tasks required by your career objective beginning with a verb (*The Dictionary of Occupational Titles* can help):

3. Write the title of the activity in which you have done this task or another similar task (list as many titles as possible for each job or activity):

4. Converting the exercise into a résumé:

Beginning with the most recent one, record each job or activity appearing in #3 above, listing under it the tasks that appear in #2. (You may reword the tasks slightly to more accurately reflect your actual tasks, but not so much that they no longer sound applicable to your goal.)

A Tailored Résumé for Teachers

1. Write your immediate job objective at the top of a blank sheet of paper. You can't write an effective résumé without knowing your objective, even if you choose to omit it from your résumé. If you have more than one objective, do this exercise for each.

2. On the left side of the paper, list at least ten specific tasks done regularly on that job. If you need help in identifying appropriate tasks, come to the Career Center for assistance.

3. Beside this column, list each job or activity you have had which required you to perform a task related to the one listed. Draw from anything in your background at this point. Be creative; you can omit things later if they are too far-fetched.

4. Convert this information into the relevant sections of your résumé.

1 Elementary Education

2 Job Requirements

Develop lesson plans
 Adapt technique to range of needs
 Evaluate student performance
 Maintain classroom management

 Conduct parent teacher conference
 Lead extracurricular activities
 Integrate computers into classroom
 Work with children with range of abilities
 Monitor security procedures
 Maintain professional development

3 My background

St. teach, subst., Girls' Inc
 Student teaching, subst., tutor
 Student teaching, Girls' Inc., tutor
 Stud. teach., Eng. Pk., subst., Girls' Inc.
 Student teaching, Englishton Park ZZZ, Drill Team
 Stud. Teaching
 Student teaching, subst.

 Baskin-Robbins
 Workshops, Conference

4

EXPERIENCE:

Student Teacher, Southwestern Elementary, Fall 2003

- Developed and implemented lesson plans in third grade classroom.
- Created learning environment using thematic unit, Writer's Workshop, math manipulatives, and thematic unit.
- Taught children with learning disabilities and Attention Deficit Disorder.
- Participated in Parent - Teacher conferences.
- Implemented classroom management techniques.
- Attended training workshops on Box it or Bag it and Classroom Management

Substitute Teacher, Madison Consolidated Schools, 2002 - 2003

- Taught lessons in second, fifth and sixth grade classrooms
- Followed established classroom management procedures.

Volunteer Teacher, Girls Inc., Summers 2001, 2002

- Selected curriculum and led classes in basic computer skills.
- Worked with girls aged 6 - 13.

Tutor, Hanover College, 2001 - 2002

- Tutored 2 students in reading and math, evaluated performances, identified and addressed problems areas, interacted with parents.

ACTIVITIES:

Intramural Softball, Soccer and Tennis, 2001 - 2003

Zeta Zeta Zeta Sorority, 2002
 Education Committee

Captain, Drill Team, Madison High School, 1998 - 2000

REFERENCES:

Available from the Career Center, PO Box 108, Hanover College, Hanover IN 47243

Putting It All Together

Location, Location, Location!

English is read from left to right, top to bottom, so the left margin and top of each section of your résumé is given more attention by the reader. Take advantage of your résumé's hot spots; at all times, be sure to place the most important section, job, or task first so that it will get the attention it deserves.

Turn your Notes into a Résumé:

- Use the exercise on page 2 to learn exactly what an employer in your field is seeking and to identify your own related skills and experience.
- Select the verbs (page 5) that you wish to include in your résumé.
- Begin to draft your résumé. Include an objective that is clear and focused, then list your greatest asset (for college students, it is your education). Next list your next greatest strength. If you have great, related experience, list it, starting with the most recent job you've had that you included in part 3 of the Tailoring your Résumé worksheet on page 2. If your experience is weaker, start with a list of your skills.
- Add other sections in order of their relevance to your goal. Possible sections include other work experience, laboratory or volunteer experience, leadership activities, computer skills, research, honors and awards, etc.
- Be parallel: if you list your job title, employer's name, and employment date, in that order, for one job, do so for all.

Appearance Matters:

- Use a clear, legible font (e.g. Times, Palatino, or Helvetica). Avoid Courier and New York, which are difficult to read.
- Use 12 point font size for the entire text except your name, which can be emphasized through 18 or 24 point lettering.
- Use bold, italics or uppercase for emphasis but avoid underlining which is difficult to skim.
- Create bullets using the tips on the back page of this guide. Leave one space after each bullet, then begin the first word with a capital letter
- Add one space before and after every dash that stands for a work like "through" or "to" as in 2000 – Present. (Do not do this in other cases as in phone numbers or in hyphenated words like "entry-level".) Make sure all your hyphens match each other. When you type "2000 – Present" with the spaces around the hyphen to begin with, Word converts it to an en-dash (wider and thinner). If you forget the spaces at first and add them later, it will stay a normal hyphen: "2000 - Present"
- Print each copy out individually on a laser printer on good quality paper of a conservative color (white or ivory)



Include:

- Keywords that relate to teaching
- Phone numbers for home and school (be sure that your answering machine message is clear and won't embarrass you)
- Unusual activities you've done, especially off-campus study, travel, Richter grants, independent study, volunteering
- Special skills including computer abilities, foreign language skills, and extracurricular background
- Grade point average if it is over 3.0. If it falls below that mark, calculate your major GPA and include it if it is above 3.0.



Omit:

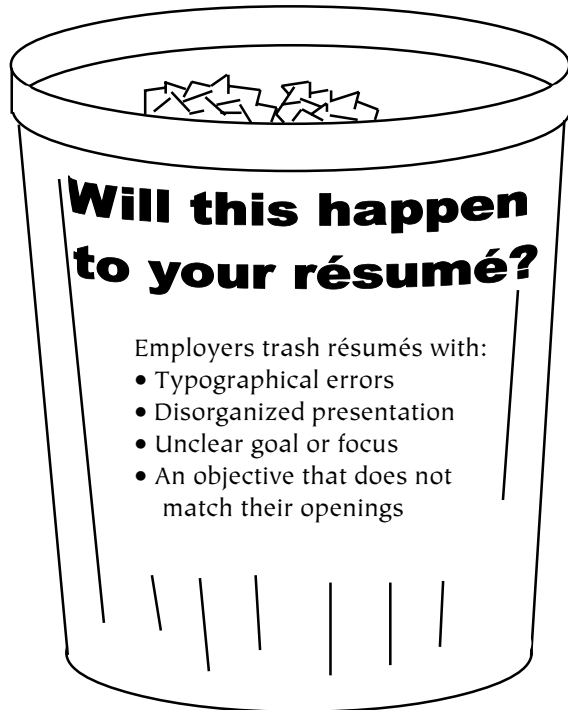
- Pronouns, articles, and subjective adjectives (e.g. "warm" atmosphere)
- Information that is not related to your goal (see exercise on pp. 2 – 3).
- Personal information such as height, weight, health, and marital status
- Specific references to political parties unless applying to work for that party. Limit references to religious or greek organizations unless you are applying to work specifically for them.

Personalize This List!

Using 2 different colored pens, highlight:

- Verbs describing your own work experience, and
- Verbs required by your career goal.

Then use the verbs that overlap on your résumé!



Keywords for Teachers

Teach, instruct, advise, feedback, motivate, enthusiastic, tutor, adapt, evaluate, inclusion, guide, stimulate, motivate, audiovisual, megaskills, rubrics, dependable, whole language, life-long learner, self-evaluation, positive classroom management, write lesson plan, integrate computers into curriculum, lead parent-teacher conference, coordinate field trips, prepares course objectives, faculty meetings, sponsors extracurricular activities, athletics, coaching, transitions, socio-economic groups, cultural diversity, ADD, ADHD, MIMH, LD, develop thematic units, PRAXIS, trade books, text books, resource materials, academic honors, demonstrate competency, portfolios, develop long-range goals, assessment strategies, adapt to appropriate instructional level, create displays, critical thinking, participate in community events, after-school program, camp counselor, student assistance, staff development, school council, role play, cooperative groups, integrated classrooms, team-teach.

Great Verbs for Résumés

Accomplished	Edited	Performed
Acquired	Educated	Persuaded
Adapted	Enabled	Planned
Addressed	Established	Prepared
Administered	Evaluated	Presented
Advertised	Examined	Processed
Advised	Exceeded	Produced
Allocated	Expedited	Programmed
Analyzed	Explained	Projected
Answered	Extracted	Promoted
Appraised	Facilitated	Proposed
Approved	Financed	Protected
Arbitrated	Formulated	Provided
Arranged	Founded	Publicized
Assessed	Generated	Published
Assigned	Guided	Purchased
Authored	Handled	Recommended
Boosted	Identified	Reconstructed
Briefed	Illustrated	Recruited
Built	Implemented	Referred
Certified	Improved	Released
Chaired	Increased	Reported
Chartered	Influenced	Represented
Clarified	Informed	Researched
Coached	Initiated	Reviewed
Collaborated	Inspected	Revised
Collected	Instituted	Revitalized
Communicated	Instructed	Scheduled
Compiled	Integrated	Screened
Composed	Interpreted	Secured
Conducted	Interviewed	Selected
Configured	Introduced	Set up
Consulted	Invented	Solved
Contracted	Investigated	Solicited
Convinced	Launched	Spoke
Cooperated	Lectured	Stimulated
Coordinated	Led	Strengthened
Corresponded	Listened	Succeeded
Counseled	Maintained	Summarized
Created	Managed	Supervised
Critiqued	Mediated	Surveyed
Delegated	Mentored	Synthesized
Delivered	Moderated	Systematized
Demonstrated	Monitored	Taught
Designed	Motivated	Tested
Determined	Negotiated	Trained
Developed	Notified	Translated
Devised	Operated	Tutored
Directed	Organized	Updated
Discovered	Originated	Upgraded
Documented	Oversaw	Verified
Drafted	Participated	Wrote

Frederick W. Rogers

101 East Sesame Street
Nayber, PA 23056
Home (543) 223-5678 College (812) 866-8888

Objective: To become an active teacher and faculty member at the elementary level

Education: **Bachelor of Arts**, Hanover College, Graduation: May 2004
Major: Elementary Education, Completed Praxis Series
Grade Point Average: 3.15/4.0
Twelve hours of Special Education credit
Botswana, Africa - Richter Independent Research Grant, Spring 2003
Taught "Life in America" course to elementary-aged children for four weeks
Workshops: Saxon Math, Wright Group Workshop (Clint Wills), Math Keys

Related Experience: **Student Teacher**, Lydia Middleton Elementary School, Fall 2003

- Adapted teaching techniques to work with range of abilities in fourth grade classroom
- Developed and taught thematic unit on *Sounder*
- Led children in Writer's Workshop activities, published projects on computer using "The Writing Center"
- Participated in Parent-Teacher conferences
- Evaluated students' performances using variety of assessment methods
- Worked with children diagnosed as having Attention Deficit Hyperactivity Disorder and Learning Disabilities

Practicum Teacher, Southwestern Elementary School, Fall 2002

- Taught math, science and language arts lessons
- Developed and led a science unit about photosynthesis
- Team-taught with another education student

Special Education Experience: **Special Education Practicum Teacher**, E.O. Muncie Elementary School, Spring 2003

- Worked with third grade students individually and in groups, keeping them on task
- Planned and led language arts lessons
- Led students in cooperative group activities

Intern, E.O. Muncie Elementary School, November - December 2002

- Used the Stevenson Method of reading to tutor LD and ADD children

Teacher-Therapist, Englishton Park Children's Program, Summer 2001, 2002

- Taught geography and crafts classes to ADD and ADHD children
- Counseled emotionally handicapped at-risk children
- Individually tutored children in mathematics and language arts
- Implemented a behavior modification system using a token economy
- Held case conferences for each child with parents, foster parents, and caseworkers

Tutor, Hanover College, 2001 - 2002

- Tutored a Learning Disabled sixth grade student in full elementary curriculum
- Identified and discussed academic difficulties with primary school teacher

Frederick W. Rogers

page two

Other

Teacher, Lide White Boys and Girls Club., 2001 - 2002

Experience:

- Taught children aged 8 - 13 basic computer skills for thirteen weeks
- Developed activities to demonstrate computer programs

Day Camp Counselor, Eagle Peak Camp, Summer 2002

- Planned and prepared range of activities for groups of children
- Supervised children during play
- Interacted with parents frequently

Nursery Supervisor, Fit as a Fiddle Fitness Center, Summer 2001

- Planned athletic games for children of all ages

General Skills:

Writer's Workshop

Thematic Units

C.L.A.S.S. Project

Inquiries and Keypoints

Megaskills

Computer Integration

Classroom Management

Gardner' Seven Intelligences

Computer Skills:

Microsoft Word

ClarisWorks

The Writing Center

Hypercard

Math Keys

Microsoft Excel

Extracurricular Activities:

Hanover College

Captain, Varsity Men's Soccer

Intramural volleyball, softball, and soccer

College Mentors for Kids

Emerging Leaders Program

Student Programming Board

Student Orientation Leader

Revere High School

National Honor Society

Math and Science Tutor

Spanish Club

Marching Band

Student Council

Reporter, *Revere's Call*

Academic Bowl

Credentials:

Available from the Career Center,
Hanover College, P.O. Box 108,
Hanover, IN 47243,
(812) 866 -7127.

One Page or Two?

School officials typically request that résumés be limited to one page because they have limited storage space. However, anecdotal evidence strongly suggests that they are more likely to invite you to an interview if you expand your résumé to two qualification-packed pages. However, if they are too busy to read both pages, they may read the first page only. To be safe, be sure that your best assets are clearly stated there.

Catch the Superintendent's Eye

In order to compete successfully in a tight market, it is important to take full advantage of the skills you bring to a job. Here are some of the things schools look for in new teachers' résumés:

Special Education – Cluster all this information into a section with the heading “Special Education Experience” if possible. Refer specifically to the diagnoses you worked with when describing your experience.

Computers – Competence in integrating technology into the classroom is increasingly essential to a new teacher's qualifications. If possible, give your computer skills their own section. In any case, mention several times in your résumé the specific ways that you have used computers while teaching.

Extracurriculars – List any and all extracurricular activities you have participated in (including during high school) that you are willing to lead now. Sometimes a chance mention of an activity you did years ago can give you the edge you need in the job search.

Sports – Sports are a particularly highly sought activity in many school systems. Even if you are applying for elementary positions, you may be hired to coach sports at the middle school or junior high school level. New teachers are generally hired as assistant coaches, and are paid additional salary.

Don't forget to include:

Certification – Before you graduate, include your degree and its date, your major, and that you have completed the Praxis Series when applicable. After you become certified, drop the Praxis information and instead give your certification areas (or license when you earn it).

Versatility – Mention a broad range of skills so that you will fit more openings. For example, if you mention teaching a particular grade level, it is important to balance that information with references to the other grades you have taught.

Experience – Strongly consider mentioning any time you taught any age group (child or adult). Don't limit your experience to that gained in a classroom.

How to Make the Perfect Bullet Every Time in Microsoft Word!

1. Start with a new document; altering an old one in which you've already inserted bullets will *not* work.
2. Click on “Insert”
3. Scroll down and click on “Symbol”
4. Click on the black dot or whatever you prefer to be your bullet
5. Click “Shortcut Key”
6. Under “Press new shortcut key:” type the keys that will be your new bullet insert. (example: “alt. + B”)
7. Click on “Assign”
8. Close

Now, whenever you choose alt. B (or whatever you have assigned as your shortcut key), it will create a bullet every time anywhere in your document.

After You Graduate, Keep It Up-to-Date

- As you continue along your career path, be sure to add each new job to your résumé. Save your job descriptions to help with wording.
- Drop specific references to old college activities as you replace them with leadership experience within your job and volunteerism in the community.
- After you get your first job, remove your grade point average and specific scholarships, but leave more summary statements, such as “Bachelor of Arts Cum Laude”. Be sure to update your references at the Career Center periodically as well!

