

WRITING SUCCESSFUL RESUMES AND COVER LETTERS FOR EDUCATORS



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WRITING SUCCESSFUL RESUMES AND COVER LETTERS FOR EDUCATORS

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RESUMES

I. INTRODUCTION AND PURPOSE OF THE RESUME

Your resume – just a typewritten document with your education and work history...right? WRONG! Your resume is an important reflection of you. It summarizes your education, work and life experiences, skills, and abilities in a succinct, readable document. Your aim is to interest the reader enough to invite you in for an interview. No resume alone has gotten someone a job – its whole purpose is to get you in the door for an interview, and that's where you land the job. Your challenge is to get you into that interview! Therefore, you must capture in your resume the key skills and experiences that the employer needs. You must find the most appropriate and professional way you can to make yourself the exceptional candidate. Your resume will often change slightly or significantly each time you send it, in order to customize it to the position sought or employer. Read on as we explore the key components of a resume. You will be guided through the essential components of a resume, and can look at several examples of resumes.

II. TAKING INVENTORY OF SKILLS, ABILITIES, AND ACCOMPLISHMENTS

You need to know what you have to offer before you can write a good resume. Use the worksheets below to assess and organize your skills and talents, which an employer might need. Complete these before you begin to format your resume. Once you have completed these, you can then explore the various components found in most resumes.

SKILLS AND ACCOMPLISHMENTS WORKSHEET

STEP 1

Complete this exercise to pull together all information you will use in your resume. Take several sheets of blank paper and put the following headings on each:

EDUCATION

List colleges and universities attended; special educational experiences like study abroad; special training or certifications received; GPA (if over 3.0); if you graduated with honors; if you personally paid for or financed a significant percentage of your education (not counting taking out loans), etc. Also list degrees, majors, minors, and concentrations.

TEACHING/CLASSROOM EXPERIENCE-STUDENT TEACHING AND FIELD EXPERIENCES RELATED EXPERIENCE

Full-time or part-time jobs related to your career field and volunteer experiences are related to your goal.

ADDITIONAL EXPERIENCE

All other jobs you have held, your duties and accomplishments. Don't worry about length right now – write down everything. You will be editing later.

SKILLS

Computer skills; fluency in foreign languages; other unique capabilities relevant to the field you seek. These can also be highlighted in the cover letter.

LEADERSHIP ACTIVITIES

List everything you have done in college clubs, community involvement, team or individual sports, etc.

OTHER CATEGORIES

Write down anything else that doesn't fit into any of the above categories, such as: Professional Affiliations or Research.

STEP 2

Go through each section and ask the following questions:

Are there things in this section that I feel proud about?

Can I make these things relate to what an employer might be looking for?

What things in this section show positive attributes or strengths about my work ethic, my personality, etc.?

Which activities have been replaced by more recent accomplishments?

How can I make my best capabilities show in this section?

Work with a career counselor to help you edit further from this point and conduct a resume critique.

Please note that multiple resume reviews are common as you continue to improve your resume.

III. ESSENTIAL PARTS OF THE RESUME

A. Heading

The Heading should be formatted in the following way:

NAME
Street Address
City, State Zip
(Area Code) Phone Number
Email

Be aware that this is the first impression you will be making. Limit phone numbers to one and make sure your voice mail message is professional. Your email should be professional as well. We recommend using your YCP email or setting up a similar account elsewhere. Avoid addresses like CrazyPartyPal84@aol.com!

B. Objective/Professional Summary

“Should I or shouldn’t I?” is often a question students ask about including an objective. Most employers prefer them, and they should be targeted towards specific positions in this day and age of technology. A good rule of thumb is to read a resume, and if you can clearly understand what type of position the person may be applying for, then you may leave it off. Otherwise (about 90% of the time), it’s best to go with an objective. Well-written objectives are usually no longer than 1 – 3 lines.

Samples Objectives:

Seeking a position as a secondary biology teacher, with special interests in coaching and extracurricular activities.

To secure a position as an elementary teacher (K-3) in a progressive school district that values an energetic, creative, responsible educator.

Seeking a challenging position in an urban school district to serve as secondary social studies teacher and coach.

Inappropriate Objective:

Seeking a challenging position where I may use my skills and abilities

This objective doesn’t give the employer any information about how you can be of use to him or her. A well-written, concise, focused job objective gives the reader an idea of your areas of skill or expertise and conveys a sense of direction and professionalism.

A **Professional Summary** is similar to an objective and is often used when a person has already acquired considerable experience or expertise in a given field. While it doesn't always state a specific position sought, it is clear in which area the person might be best employed. An example might look like this:

Over twelve years of experience in elementary education, with special expertise in inclusive classrooms and effective classroom management. Skilled in development and implementation of curriculum standards, academic assessments, and professional development.

C. Education & Certifications

Here is a sample of how to format your educational background:

York College of PA, Bachelor of Science, May 2013

Major: Early Childhood Education, Minors: Special Education and Spanish

G.P.A. 3.2

Pennsylvania Teaching Certificate in Early Childhood Education

Include your most recent degree, institution and location, date of graduation, majors, minors, concentrations, G.P.A. (usually only for your first job; after that, work experience is more important). You may also list honors and awards here (if numerous, you may want to create a separate heading), and some students may want to highlight specific relevant courses as shown on some of the included sample resumes.

D. Teaching/Classroom Experience and Related Experience

Include in this section such activities as field experiences, related work experience with children, related community service, and/or independent research or classes which show special expertise in your area of certification. This may be two sections or one section. Select the most appropriate heading based upon the content you include. Having a section which is focused toward your future career path shows you have tried to gain important career-related experience. These experiences should be described using action word phrases demonstrating your experiences, skills, results, projects managed and higher level responsibilities. Employers like to see some specific examples instead of vague statements.

Day Care Teacher, 4-5 year old class (This would likely be placed in Related Experience section)

Potrow County Day Care Center, Growville, IL, Summers 2013 -2014

Developed and executed multidisciplinary thematic curriculum, collaborated with day care staff to create and facilitate preschool program, supervised and attended to well-being of all day care students.

E. Additional Experience

In this category, you should give information about positions you have held during your time in school, even if those positions at first glance don't seem to relate to your future career plans (more on this in a minute). You do not need to list every part-time position you've ever held, nor do you need to go into great detail on positions you may have held many years before, but you do need to try to avoid huge gaps of time in your work history. Also, think about the level of responsibility you've held in these positions. Were you responsible for training all new employees? Did you close out the cash drawers and make the nightly deposits? Were you "unofficially" in charge when the manager was out? Did you work 30+ hours per week while attending class full-time? Try to think about what could be related or transferable from your previous position to your new career field and clearly draw these connections.

Include such things as position title, organization, location, dates employed, and description of duties. Short phrases using "action" words should be used – see the list of "Action Words" included in this packet. You may use "bullets" to describe your activities, or a short paragraph format. Both are listed below:

Guest Relations/ Admissions Manager, Six Flags America, Landover, MD, Summer 2012

- Developed schedules that conformed to the labor contract
- Reorganized Season Pass process to deter employee theft or fraud
- Addressed and resolved guest complaints

F. Leadership Activities

Do not underestimate the weight that employers place upon campus involvement, leadership roles, participation in athletics and community service, and other extracurricular activities. If this was a strong part of your experience while in school, emphasize it! If it was not, emphasize your stronger areas, whatever they may be. When possible, don't just list involvement; describe what your role as Vice President entailed. See the sample resumes for formatting ideas.

G. Other Categories

Other optional categories, which may fit your background, include: Volunteer or Community Service Activity, Honors/Awards, Military Experience, Skills, such as Fluency in Multiple Languages.

H. References

This category should be omitted from a resume; if an employer wants your references, he or she will ask you for them anyway. If you do choose to list this "tag line", you may just say "References Available Upon Request" centered at the bottom of the page. When you do give your references to an employer, it's appropriate to list them in the following manner on a separate piece of paper:

Mr. Bruce Wayne
President, Wayne Enterprises
100 Bat Cave Blvd.
Gotham City, CA 12345
(234) 567-8909
bwayne@comcast.net
(employer for three summers)

Three to five references is the norm; however, in Education it is common to list more. Best bets are employers or supervisors in the field, professors **who know you and your quality of work well**, internship supervisors, etc. Be sure to include your cooperating Teacher and Supervisor. Also consider field experience faculty. Personal "character references" (such as your neighbor or minister) are not as strong as the previously mentioned potential references. Make sure to supply your references with a copy of your resume and ask them in advance if they will serve as a reference for you.

Remember references are generally for phone contact. You may ask some references to also write you a letter of recommendation. Be sure to clarify this when you ask them if they are willing to serve as a reference for you.

IV. CHOOSING THE RIGHT FORMAT

There are several resume formats to consider, each of which has specific uses. While there is no one "right" way to do a resume, the formats and components discussed here tend to work well for most people.

A. Combination (Typically used by Educators)

- Combines work chronology complete with dates with skills or accomplishments section.
- Highlights other relevant or useful experiences such as leadership activities, volunteer work, significant honors or awards, educational experiences such as internships, study abroad, etc.
- Useful for all levels of job seekers.

B. Chronological

- Highlights most recent work experience, followed by previous job and so on with supporting dates.
- May not focus on skills gained outside of work setting.
- Good for the person with a long and consistent work history.
- Best for those staying in same career.
- Not especially good for career changers and those with little work experience.

C. Functional or Skills

- This format is not recommended for teaching positions
- Highlights skills and accomplishments, whether or not gained in jobs held.
- De-emphasizes dates (but still uses), which helps hide gaps in employment or school.
- Useful for career changers interested in highlighting transferable skills, and those with limited work experience in a particular field.
- Useful for those with significant work experiences in the same field to avoid repetition of information.
- Employers have a harder time piecing together chronology with this type.
- Employers sometimes have a bias against this type and may view it as “fluff” instead of hard content.

This packet includes several examples of combination resumes. You will find these at the back of this section. Also included is a list of frequently asked questions about resume construction and a list of “Action Words” to help make your work descriptions sound more professional and dynamic. See Career Development for examples of chronological or skills resumes.

V. WRAP UP

If you are having trouble with your resume, use the examples in this packet or come into Career Development to view additional sample resumes. **Don’t forget to schedule a Resume Critique with one of our staff members through Spartan Career Path.** This will be an opportunity to fine tune your resume and cover letter as well as ask any questions you may have. In the end, when you have taken the time to develop a truly professional, dynamic resume and cover letter, you will be ready to put your best foot forward when entering into your job search. Good luck!

VI. EFFECTIVE ACTION WORD PHRASES

DULL

1. In charge of day campers
2. Tutored child
3. Nannied/Babysat for Family
4. Trained new employees
5. Wrote procedures manual for museum
6. Taught high school math
7. Answered phone
8. Taught science lesson
9. Sold clothes
10. Operated customer service desk

WITH IMPACT

1. Planned, developed and facilitated daily educational and social activities for approximately twenty children ages 7-9.
2. Tutored special needs child in the areas of reading and writing resulting in an increased reading level of two grades.
3. Provided full-time care for three children ages 3, 5, and 8.
Developed level appropriate enrichment activities and projects.
Facilitated phonics reading program for 5 year old.
Encouraged 8 year old to select and read 10 books (at 3rd grade level) over 10-week period.
4. Created and implemented an orientation and training program for all new employees.
5. Authored 53 page procedures manual for museum artifacts department.
6. Instructed algebra, geometry and precalculus students in grades 9-11.
Developed and implemented appropriate lesson plans and assessments to meet state standards, resulting in a 93% 'advanced or proficient rating' in 11th grade PSSA.
7. Provided excellent customer and accurate information to callers, resolved or documented concerns and relayed messages to appropriate individuals.
8. Researched and facilitated comprehensive interdisciplinary engineering lesson including application of theory and principles with manipulatives, individual and group work.
9. Assisted customers using product knowledge, customer service and suggestive selling.
10. Addressed and resolved customer issues and concerns.

VII. EDUCATION ACTION WORDS

A resume should verbally show you are a “doer”. In describing your work experience and extracurricular activities, use words such as these to persuasively present your qualifications and background to prospective employers. Don’t be hesitant to give yourself credit for your accomplishments. If you “developed” a program, “supervised” a group, or “initiated” an idea, say so. Use only as appropriate –never misrepresent the duties or responsibilities you describe.

Accelerated	Contributed	Extracted	Maintained	Reduced	Supervised
Accomplished	Controlled	Facilitated	Managed	Re-established	Supported
Achieved	Converted	Financed	Mediated	Regulated	Surpassed
Acquired	Coordinated	Formed	Minimized	Reinforced	Surveyed
Activated	Corrected	Formulated	Mobilized	Rejected	Sustained
Adapted	Created	Found	Modernized	Related	Tailored
Addressed	Cultivated	Founded	Modified	Renegotiated	Taught
Administered	Decentralized	Framed	Monitored	Reorganized	Terminated
Advanced	Decreased	Fulfilled	Motivated	Reported	Tested
Advised	Defined	Generated	Negotiated	Represented	Traded
Analyzed	Delegated	Grouped	Observed	Researched	Trained
Anticipated	Delivered	Guided	Obtained	Reshaped	Transacted
Applied	Demonstrated	Halved	Operated	Resolved	Transferred
Appraised	Designated	Handled	Organized	Restored	Transformed
Approved	Designed	Headed	Originated	Revamped	Translated
Arranged	Determined	Helped	Overcame	Reviewed	Trimmed
Assessed	Developed	Hired	Overhauled	Revised	Tripled
Assigned	Devised	Identified	Oversaw	Revitalized	Uncovered
Assisted	Differentiated	Implemented	Participated	Revived	Undertook
Attained	Directed	Improved	Performed	Saved	Unified
Audited	Discharged	Improvised	Perfected	Scheduled	Used
Augmented	Discovered	Incorporated	Pinpointed	Secured	Utilized
Averted	Displayed	Increased	Pioneered	Selected	Verified
Avoided	Distributed	Influenced	Planned	Served	Vitalized
Balanced	Documented	Initiated	Prepared	Settled	Widened
Broadened	Doubled	Inspected	Presented	Shaped	Won
Built	Earned	Inspired	Prescribed	Showed	Worked
Calculated	Edited	Installed	Prevented	Simplified	Wrote
Centralized	Effected	Instigated	Processed	Sold	
Chaired	Eliminated	Instituted	Procured	Solved	
Clarified	Employed	Instructed	Produced	Sorted	
Collaborated	Enforced	Integrated	Programmed	Specified	
Combined	Enhanced	Interpreted	Projected	Sponsored	
Completed	Ensured	Interviewed	Promoted	Staffed	
Composed	Established	Introduced	Proposed	Standardized	
Conceived	Estimated	Invented	Proved	Started	
Concluded	Evaluated	Invested	Provided	Stimulated	
Condensed	Examined	Investigated	Published	Strengthened	
Conducted	Exceeded	Launched	Purchased	Stretched	
Consolidated	Executed	Lectured	Realized	Structured	
Constructed	Exercised	Led	Recommended	Studied	
Consulted	Expanded	Lightened	Reconciled	Sub grouped	
Consummated	Expedited	Liquidated	Recruited	Suggested	
Contracted	Extended	Located	Redesigned	Summarized	

VIII. FAQ'S ABOUT RESUMES

A. How do I handle listing my current address and my permanent address on my resume?

Center your name at the top of the resume. One address, email and phone number is preferred.

B. Should I put the resume on colored paper?

Stay conservative with your color choices. White, off-white, buff, tan or light gray are all good choices. Good quality paper can be obtained in the bookstore, office supply stores, or any full-service copying and printing establishment.

C. What kind of printer should I use?

A laser printer provides the best quality, or as a second choice, a high quality ink jet printer. Lower quality does not make your resume look professional enough to be competitive in the job market. Resumes may also be professionally copied using a laser-printed original.

D. One page or two?

Education students are encouraged to use a two page resume by their final semester due to their significant field experiences. In all cases, make sure the information is important, relevant, and fills the pages. Remember that an employer may only spend 15 – 30 seconds reviewing your resume.

E. How far back should I go in listing jobs?

Whenever possible, account for all time periods from your last year in high school or beginning of college to the present. If you are a student with many years of prior experience, focus on the last 5 – 10 years in more detail, and list the most important positions before that with less detail. Too many jobs clutters up your resume and may give the impression that you are unable to hold a job. If you have held many part-time jobs at the same time, list the ones where you had the most responsibility or the ones which may have transferable skills applicable to the position you are seeking. The key is to minimize gaps in your resume. Be prepared to adequately explain large gaps in the interview.

F. How can I make my resume really stand out?

Resumes should always be customized to for each position through the use of descriptive “action word” phrases which provide evidence of your experiences and related skills that are needed for the position. Review the list provided in this packet to help you choose more powerful descriptions of the skills you have to offer. Try to make your descriptions “results-oriented”. When possible, add successful results, numbers of students, percentages of improvement, dollar amounts, etc.

G. Should I use a template?

There are a wide variety of templates, wizards and software available that are designed and marketed to create the perfect and easy resume. While they may be tempting, consider the pro's and con's of such software.

Pro's - quick and easy, system prompts you for information and formats it for you

Con's - resume loses it's individuality because so many look the same. If you want your resume to stand out, it shouldn't look the same as everyone else's

- allow very little input from you
- very difficult if not impossible to alter layout or categories
- often use too many fonts and sizes which result in “busy” or unprofessional appearance

IX. CRITIQUES

The Career Development Staff is available to review your resume and cover letter. Appointments may be made through Spartan Career Path, or e-mail your resume as a word attachment to careerdevelopment@ycp.edu and request a review.

Edward Educator

441 Country Club Road, York, PA 17403 | eeducator@ycp.edu | 717.815.1452

PREPARED FOR: Prospective Interviewers

CAREER OBJECTIVE: To obtain a teaching position for the 2015-2016 academic year

PHILOSOPHY: Children have unique needs, circumstances, and personalities. Successful teaching provides many opportunities for continuous learning and growth

EDUCATION:

May 2015 York College of Pennsylvania
Bachelor of Science: Elementary Education
GPA: 3.68

CERTIFICATION:

Pennsylvania Instructional 1
Elementary Education (Pending May 2015)

STUDENT TEACHING:

Upper Adams School District
Biglerville Elementary School
Ms. Alice Walsh, 1st Grade (Spring 2015)

- Taught based on Common Core in the subjects of Writing, Guided Reading, Everyday Math, Phonics, and Science
- Implemented a variety of teaching methods to assist Title 1 and special needs students
- Created and taught lessons that were LFS based which involved cooperative learning, hands-on/minds-on experiences, and the balanced literacy
- Implemented a positive discipline plan which promoted student responsibility, problem solving skills, and accountability
- Taught lessons one-to-one, to small groups, and to the whole class while incorporating technology to enhance learning

TEACHING EXPERIENCES:

Private Tutor, SLD Student
Knight Household (2012-Present)

- Developed strategies, organized, and planned activities for studying
- Assisted with homework daily
- Communicated with parents daily

Lincoln Charter School
2013-2014 School Year
Mrs. Denise Blades, 1st Grade

- Collaborated with 3rd grade class to improve reading through Reading Buddies
- Planned, instructed, and used data to drive instruction in Math, Science, and English
- Completed assignments using Running Record and Dibels

Edward Educator

441 Country Club Road, York, PA 17403 | eeducator@ycp.edu | 717.815.1452

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Northern Middle School, Northern York School District

2012 & 2013 summer, Volleyball

Ms. Angie Walsh, 6, 7, & 8th grade

- Planned and carried out daily activities, which included workouts, games, and working collaboratively

RELATED EXPERIENCES:

Teaching Math (Loganville-Springfield, 2nd Grade, 2014)

Teacher's Assistant (Spring 2012)

Special Olympics (2011 & 2012)

WORK EXPERIENCE:

Appalachian Orthopedic Center (Filing Documents) May 2012-Present

1 Dunwoody Drive

Carlisle, PA 17015

Cracker Barrel Restaurant (Waitress) June 2010-Present

395 Cumberland Parkway

Mechanicsburg, PA 17055

Giant Food Store (Bakery Assistant) May 2008-July 2010

830 U.S. 15

Dillsburg, PA 17019

COMMUNITY ACTIVITIES:

Mechanicsburg Volleyball Coaching (Fall 2013)

AWARDS AND RECOGNITIONS:

Dean's List

PIAA District III E. Jerry Brooks Sports Award

EXTRACURRICULUM INTERESTS:

Scrapbooking

Digital Photography

- 2013 Senior Portraits

Anderson Cooper

9 Amanda Avenue, Hanover, PA 17331 | 717.987.6543 | acooper59@gmail.com

Objective Energetic and motivated teacher seeking an elementary teaching position.

Education	York College of Pennsylvania Bachelor of Science, Elementary Education Minors in Special Education and Applied Youth Development GPA: 3.90	May 2013
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Certification	Pennsylvania Instructional I Elementary	Pending May 2013
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Teaching Experiences	Valley View Elementary School, York, PA	
	Student Teaching, 1 st Grade	
	<ul style="list-style-type: none"> • Manage 19 students including one enrolled in the LIU autistic support class, one with an IEP, and two with behavior plans • Plan, teach, and assess the full day for six weeks 	
	Stony Brook Elementary School, York, PA	Spring/Fall 2012
	Teaching math lessons, 2 nd Grade	
	<ul style="list-style-type: none"> • Observed teacher to learn classroom management techniques • Co-planned, co-taught, and co-assessed two math lessons 	

Early Head Start, York, PA Spring 2011-Fall 2012

Substitute teacher, ages 6 weeks through 3 years

- Developed relationships with supervisors, coworkers, children, and their families
- Implemented developmentally appropriate activities

Mother Seton School, Emmitsburg, MD Fall 2009

Teaching lessons, Preschool

- Observed and interacted with students to learn classroom routines
- Planned, taught, and assess two lessons: colors and measurement

Related Experiences	Nanny , Gettysburg, PA	2006-Present
	<ul style="list-style-type: none"> Care for two girls now ages 7 and 14 Tutor school subjects, plan educational trips, and assist in extra-curricular activities such as soccer, swimming, dance, etc. 	
	Mazie Gable Elementary School , York, PA	Fall/Spring 2011
	Classroom volunteer, Kindergarten <ul style="list-style-type: none"> Observed and assisted in classroom activities including Kidwriting and report card assessments Recorded data to use in a Functional Behavioral Assessment 	

Anderson Cooper

9 Amanda Avenue, Hanover, PA 17331 | 717.987.6543 | acooper59@gmail.com

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	Fort Ritchie Community Center , Cascade, MD	Summer 2011
	Summer Camp Counselor, ages 6 years through 12 years	
	<ul style="list-style-type: none"> Developed relationships with supervisors, coworkers, children, and their families Planned and implemented age appropriate activities 	
	Fairfield Elementary school , Fairfield, PA	2008-2010
	Classroom volunteer, 1 st grade	
	<ul style="list-style-type: none"> Assisted in the afternoon activities 	
Community Service	Amazing Kids Club , Hanover, PA	Fall/Spring 2012
	Respite Care Night Volunteer, two nights	
	Math Madness , Central York School District	Spring 2012
	Trained math madness scorer and tournament volunteer	
	Martin Memorial Library , York, PA	Fall/Spring 2011
	Easter Fun Program Leader, Family Fun Day Volunteer	
	Lower Marsh Creek Presbyterian Church , Gettysburg, PA	2004-2011
	Nursery Coordinator, Vacation Bible School Leader	
	Mother Seton School , Emmitsburg, MD	Spring 2010
	Science Fair Judge	
High School Activities	Foreign Language Club, Yearbook staff, Field Hockey player, Freshman Mentor, Family Consumer Science Preschool Teacher	
Presentations	High Impact Literacy Practices Conference, York, PA Workshop Assistant	Summer 2012
Awards and Recognitions	Dean's List , York College of Pennsylvania	2009-2012
	Fairfield Education Association Scholarship	2009
	<i>Senior pursuing a career in teaching, chosen by faculty</i>	
	National Honor Society, National Art Honor Society	
Professional Affiliations	South Central Reading Council	2012-Present
	Student Education Association	2010-2012
Special Training	Sexual Abuse Prevention Training	2009

Sarah Baldwin

441 Country Club Road | sbaldwin@ycp.edu | 717.815.1452

OBJECTIVE

Obtain a teaching position in grades K-8

EDUCATION

York College of Pennsylvania, York, PA Graduation: May 2014
GPA: 3.86
Bachelor of Science:
Middle Level Education-Mathematics
Early Childhood Education
Magna Cum Laude, Alpha Chi Honor Society, Dean's List

CERTIFICATION

- Pennsylvania Middle Level Education-Mathematics, 4-8
- Pennsylvania Early Childhood Education, PK-4
- Student Assistance Program

STUDENT TEACHING

Dallastown Intermediate School, York, PA January 2014 – May 2014
4th grade, Jane Duffy-Language Arts, Steve Anderson-Math and Social Studies

- Cooperatively worked on a learning support team including four teachers and one learning support teacher
- Led 4 daily classes of 16-24 students
- Generated fantasy reading unit including 3 differentiated guided reading groups
- Executed math lessons from McGraw-Hills *My Math* series
- Taught Social Studies lessons on the regions of the United States
- Implemented classroom management strategies to classes with at least 3 students having individualized behavior management plans

TEACHING EXPERIENCES

Waverly Central Schools, Waverly, NY May 2012 – Present
Substitute Teacher, DIBELS testing team

- Implemented lessons planned by the classroom teacher when the teacher is absent in grades K-6
- Administered and scored DIBELS test to students in grades K-6 in January and May

Junior Achievement, York, PA Fall 2012

- Completed training by Junior Achievement
- Taught *My Community* lesson kit (5 lessons) to second graders
- ELL classroom of 25 students

Amanda Wilkerson
10 Ashe Drive, Bigtown, PA, 17340
865-555-1689 | awilk@ycp.edu|

OBJECTIVE

Seeking a position as a music educator in a progressive school district where I can utilize my skills in instructing students, implementing plans, and communicating effectively

EDUCATION

York College of Pennsylvania – York, PA

Bachelor of Science: General Music Education

Anticipate Pennsylvania State Certification upon graduation

Graduating Magna Cum Laude

Senior Honor Society

Dean's List (Fall 2011-Fall 2013)

Expecting May 2014

GPA 3.8

TEACHING EXPERIENCE

Student Teaching – Red Lion Area School District, Red Lion, PA

Spring 2014

Red Lion Area Senior High School (Grades 9-12)

- Devolvement and implementing daily appropriate lesson plans for Symphonic Band small instrumental instruction ranging from 1 to 8 students
- Instruct extra-curricular ensembles outside of the school day, including Stage Band and a select Jazz Ensemble for students grades 9-12
- Instruct Concert Band, which includes students grade 9-12
- Preformed in a musical pit and participated in the development of all-school production of "Anything Goes"
- Observed the administrative work involved in planning a Musical Tour to Nashville, TN

Larry J. Macaluso Elementary School (Grades 4-6)

- Develop and implement appropriate lesson plans for instrumental students
- Assist in administrative duties while preparing for the school concert, including delegating instrumental parts to each student, organizing the instrumental parts in folders, and distributing music folders to all participating students
- Observe appropriate instructional techniques for instrumental students
- Observed and participate in the process of creating a new elementary music curriculum
- Collaborate appropriately and professionally with school faculty

Pleasantview Elementary School (Grade 1)

- Develop and implement appropriate lesson plans for general music students
- Observe appropriate instructional techniques for 1st grade general music
- Observe a new curriculum presentation and experiment with the new curriculum by implementing it in the 1st grade general music classroom
- Incorporate technology into instructional music classes

Amanda Wilkerson

10 Ashe Drive, Bigtown, PA, 17340

865-555-1689 | awilk@ycp.edu|

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York College Summer Music Experience

Summer 2013

York College of Pennsylvania- York, PA

- Assisted York College Music faculty in supervising k-12 students, implementing lessons plans, managing the camp's administrative functions, and executing all performances
- Facilitated and enhanced musically through instruction of the Junior Camp Clarinet Quarter and the senior Camp Wind Quintet
- Collaborated with other music faculty and staff
- Observed appropriate instructional techniques in a variety of setting, including general music, small group ensembles, and large group ensembles

RELATED EXPERIENCE

Clark summer Recreation Camp

Summers 2006- 2009

Clark Recreation Center – Clark, NJ

- Supervised the 1st grade students as Lead Counselor for three years
- Delegated and managed responsibilities from the Director of Recreation to counselors
- Planned, developed, and facilitated daily educational and social activities for approximately 30-40 children
- Supervised and facilitated any child care complications such as injuries, illness, and physical altercations with appropriate communication with parents and the Director of Recreations

Child Care Provider

2003 – 2014

- Supervised and fully cared for four children ages 6 months and 2, 6, and 7 years old for 11 years
- Managed a range of responsibilities including assisting the children with homework, managing their activity time appropriately, transporting them to extra-curricular activities, and preparing their meals
- Arranged activities, games, and day trips to give enjoyment and exercise
- Performed light housekeeping duties
- Assisted parents in child discipline and family management

WORK EXPERIENCE

York College Student Ambassador

Spring 2011 - May 2014

- Represented York College positivity on and off campus
- Led scheduled tours each week and communicate effectively with prospective families
- Led tours and communicate with prospective families during York College's Open Houses
- Communicate with prospective students as a part of the Admission Office's pilot phone campaign

York College Phonathon

Fall 2011 – Fall 2013

- Called friends, parents, alumni, and current students of York College to campaign for the York College Fund
- Resolved or documented the callers' concerns
- Relayed messages to appropriate individuals
- Served as an usher at York College Fund events

Delson Smith

441 Country Club Road, York PA 17403

dsmith@ycp.edu | 717.815.1452

OBJECTIVE

To obtain a summer/part-time/full-time job in education

EDUCATION

York College of PA, York, PA.

B.A. Secondary Education, Anticipated Graduation May 2013

Cumulative GPA: 3.15

Major: Secondary Education and History, Concentration: Social Studies & Political Science

Minor: Special Education

PROFESSIONAL WORK EXPERIENCE

Student Teaching: Red Lion Senior Area High School, Red Lion, PA

Jan. 2013 – May 2013

Student Teacher

Honors U.S. History

College Preparation U.S. History

- Responsible for designing daily lesson plans
- Designed worksheets, and PowerPoint's for the material that was being taught
- Responsible for daily attendance for all classes taught as well as homeroom
- Incorporated various daily classroom activities to promote student engagement and participation
- Developed various lesson plans surrounded around incorporating technology into the lesson

Saint John's Summer Camp, Huntington NY

Aug. 2011 – Present

Teacher

- Design daily lessons and activities for children
- Supervised 20-30 children in class
- Responsible for taking student attendance daily
- Responsible for taking children to daily functions. Ex. Lunch, breakfast, snack

OTHER WORK EXPERIENCE

WALBAUMS, Greenlawn, NY

Sept. 2007- Present

Stock Clerk, Dairy Clerk, Cashier

- Perform full-time hours in the summer and during breaks when home from school, in multiple roles as needed by the store
- Provide excellent service to customers in a fast-paced environment
- Process sales accurately in a quick and efficient manner
- Responsible for managing the balancing of cash drawers through shifts
- Stock shelves and organize shipments with a strong attention to detail

Leadership Activities

Relay for Life, York, PA

2009-2010, 2012

Team Leader

- Responsible for the recruitment of team members and retention of past participants as well as providing information to group

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- Organize fundraising activities/events for donations to the American cancer Society

Alpha Delta Gamma, York, PA

2009-2010, 2012

Treasurer

- Responsible for maintaining organizations yearly finances
- Organizing, fundraising activities/ events for fraternity and charities

Volunteer Experience

Harborfields Kid Wrestling, Greenlawn, NY

2006-2012

- Responsible for teaching children wrestling moves
- Responsible for watching children and pairing up children

B.U.I.L.D York City, York, PA

- Helped build and restore houses in York City

2010-2011

York College Movie In Team, York, PA

2009, 2010, 2011

- Helped new students move into dorms
- Answered any questions students or parents had about school

Habitat For Humanity, Greenlawn, NY/York, PA

2004- 2008

Special Olympics, York, PA

2010- Present

- Responsible for leading participants to various stations throughout the event

Autism York, York, PA

2011- Present

- Assisted staff at various booths during the event
- Responsible for watching and monitoring children in a designated station in the event

Technical Skills

PC Skills: MS Word, Excel & PowerPoint, Adobe Photoshop, Bridge & Reader, Internet savvy

ACTIVITIES

Dix Hills EFCA Youth Group, Dix Hills, NY

Inter- Varsity Christian Fellowship, York College of PA, York, PA

Ski and Outdoor Club, York College of PA, York, PA

References available upon request

Justin Jackson

(654)-555-6665 | 2 Windsor Rd, Ardmore, PA 19003 | jjack1@ycp.edu

Objective

Obtain a teaching position in grades K-8

Education

York College of Pennsylvania – York, PA

Bachelor of Science: General Music Education

Anticipate Pennsylvania State Certification upon graduation

Expecting May 2014

GPA 3.8

Graduating Magna Cum Laude

Senior Honor Society

Dean's List (Fall 2011-Fall 2013)

Teaching Experience

Student Teaching – Red Lion Area School District, Red Lion, PA

Spring 2014

Red Lion Area Senior High School (Grades 9-12)

- Devolvement and implementing daily appropriate lesson plans for Symphonic Band small instrumental instruction ranging from 1 to 8 students
- Instruct extra-curricular ensembles outside of the school day, including Stage Band and a select Jazz Ensemble for students grades 9-12
- Instruct Concert Band, which includes students grade 9-12
- Preformed in a musical pit and participated in the development of all-school production of “Anything Goes”
- Observed the administrative work involved in planning a Musical Tour to Nashville, TN

Larry J. Macaluso Elementary School (Grades 4-6)

- Develop and implement appropriate lesson plans for instrumental students
- Assist in administrative duties while preparing for the school concert, including delegating instrumental parts to each student, organizing the instrumental parts in folders, and distributing music folders to all participating students
- Observe appropriate instructional techniques for instrumental students
- Observed and participate in the process of creating a new elementary music curriculum
- Collaborate appropriately and professionally with school faculty

Pleasantview Elementary School (Grade 1)

- Develop and implement appropriate lesson plans for general music students
- Observe appropriate instructional techniques for 1st grade general music
- Observe a new curriculum presentation and experiment with the new curriculum by implementing it in the 1st grade general music classroom
- Incorporate technology into instructional music classes

Justin Jackson

(654)-555-6665 | 2 Windsor Rd, Ardmore, PA 19003 | jjack1@ycp.edu

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Summer 2013

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Related

Experiences

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Work

Experience

York College Student Ambassador

Spring 2011 - May 2014

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- Resolved or documented the callers' concerns
- Relayed messages to appropriate individuals
- Served as an usher at York College Fund events

COVER LETTERS

I. INTRODUCTION AND PURPOSE OF THE COVER LETTER

The cover letter you submit with your resume is an extremely important document. It should be written to enhance your resume as well as highlight other information which may not be a part of your resume. **A cover letter should complement the resume, and not repeat phrases or information from the resume.** Its purpose is to introduce you to the reader, indicate the job for which you are applying, and to give supporting information on why you are qualified for the job. You should always include a cover letter with your resume. A well-written, targeted cover letter will greatly increase your chances of being invited to an interview. Follow the format on the following page to construct your letter. Two examples (a bulleted style and a conventional paragraph style) and frequently asked questions are included at the end of this packet.

II. ESSENTIAL PARTS OF THE COVER LETTER

(About a one-inch margin at top and bottom)

Your Street Address
Your City, State, and Zip

(Skip 2 – 3 lines)

Date

(Skip 2 – 3 lines)

Mr./Ms./Dr. First Name Last Name
Job Title
School District Name
School District Address
City, State, Zip

(Skip 1 line)

Dear Mr. (or other title) Smith:

(Skip 1 line)

1st Paragraph – The Opening

In this paragraph, you need to identify the position for which you are applying, how you found out about the job (referral, research, advertisement, etc.) and a brief statement indicating your interest in the position. Try to get a “hook” into this statement; something that will “hook” the reader to want to read on. This could be years of experience, type of knowledge the district is seeking, etc. Also, introduce the themes you will highlight in the second paragraph (ie. I believe that my education, experience, and enthusiasm make me an excellent fit for your school district).

(Skip 1 line)

2nd Paragraph – The Body of the Letter

This is the critical paragraph, the real “meat” to the letter. Many job seekers have difficulty understanding that their job is to clearly state the employer’s needs and tell how they can fill those needs. Give concrete examples, showing when, how much, what kind, etc. Your job is to convince the reader that you can immediately (or at least very quickly) perform those tasks which he or she requires. Your wants and needs are secondary to the employer’s wants and needs at this point. Target those needs which you know; those which you believe to be important based on your research are good to include as well. At the end of this paragraph, you may refer to the enclosed resume so the employer can find further supporting evidence of your candidacy.

(Skip 1 line)

3rd Paragraph – the “Close” or Call to Action

In sales terminology, this is the “close”. In the first paragraph, you set the stage to create interest. In the second paragraph, you stated all the benefits of the product (you) to the buyer (the employer). In the third paragraph, you want action to occur. You need to tell the employer what the next step should be (requesting an interview, for example), what action you plan to take (follow up), and what action you hope the employer will take (actually setting the appointment). Include your phone number and times you can be reached to make it easy for the employer. End your letter with a conventional closing such as “Sincerely”, “Cordially”, etc., and make sure to sign your name before sending the letter with your resume.

(Skip 1 line)

Sincerely,

(Skip 4 – 5 lines; enough room for your written signature)

Your typed name

III. FAQ’S ABOUT COVER LETTERS

A. How long should the cover letter be?

The cover letter should be no more than one page. Three to four paragraphs are sufficient.

B. To whom should I address the cover letter?

Whenever possible, try to get the letter and resume on the desk of the person who will be doing the hiring. The job of the Human Resources Office is to screen applicants out, so you should try to get your application past them. You should actually address your letter to a real person, not just a title. The best way to obtain names is through your informational interviewing, research you have conducted, job fairs, networking with others who work in that organization, or even by calling and asking for the appropriate name. If you are responding to a blind ad in the newspaper and you can’t determine a name or even the company, it is acceptable to address the letter “Dear Sir or Madam.”

C. What kind of paper and envelope should I use?

The cover letter paper should match the resume paper. Purchase your resume paper and matching envelopes at any office supply store. It is acceptable to fold the resume into a tri-fold and put it in a standard business-size envelope. Large, 9” X 12” matching envelopes are hard to find and cost more to mail.

D. How should I send my cover letter and resume (mail, fax, e-mail)?

Follow the directions in the position posting and ask the employer if you are uncertain what method they would prefer. If you e-mail your resume, make sure the format will be accessible to the employer and consider sending it as a PDF so the format will remain intact regardless of the software the recipient utilizes.

E. How can I make my cover letter stand out?

Nothing distinguishes a cover letter better than well-written content. Your writing should be logical and should concisely express how your talents can be an asset to the employer. Also make sure your grammar is flawless and your spelling is correct. You may use a paragraph style letter or use bullets to emphasize key points. Both styles are included as examples in this packet.

F. Do I always need to include a cover letter?

Yes, whenever you send your resume, you should include a cover letter.

SAMPLE COVER LETTER

May 7, 2015

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

Dear Dr. Smith:

I am very interested in teaching in an elementary school in the Oxford area. I am writing to inquire if any vacancies are anticipated for the 2015-2016 academic year. In May I will graduate from York College of Pennsylvania and will complete all requirements for elementary certification at that time. I believe that my education, teaching experience, and enthusiasm for working with children make me an excellent fit for your school district.

Currently I am student teaching at Locust Grove Elementary School where I am working in a team teaching position with first and second graders. I had the opportunity to observe and learn from several teachers and work with small groups, this has been a tremendously positive experience. Presently, I am taking on full responsibility for classroom instruction. In addition to my student teaching experience I have a strong background in elementary education due to my 150 hours of field experience – all at the elementary level. To further enhance my career preparation I have coordinated the summer enrichment program for kindergarten and 1st grade students at an accredited Child Development Center for the past two summers, which involved both curriculum development and implementation.

I look forward to beginning my professional career in a dynamic child centered district such as Oxford. I would appreciate the opportunity to complete an application and to supply any other materials which you request. Next week I will follow up with you to discuss my candidacy further.

Sincerely,

Joe York

SAMPLE COVER LETTER

303 Country Club Road
York, PA 17404

February 15, 2014

Dr. Robert Masterteacher
Superintendent
Anytown School District
PO Box 378
Anytown, PA 18401

Dear Dr. Masterteacher:

I noticed that Anytown is registered to attend the Teacher Recruitment Day Consortium job fair in early March and I would like to submit my resume for your consideration. After reviewing your website, mission and curricular information, I am confident I would be a positive contribution to the Anytown team of educators.

I am currently completing my student teaching at Alexander Goode Elementary School in a second grade class. I have studied and put into practice an integrated individualized reading program. Through teaching and observation, I have gained experience meeting challenging needs of an entire spectrum of students. A few have learning difficulties, many are average to above average, and a few are exceptionally gifted. Additionally I have coordinated my efforts with other teachers and specialists, thus deepening my experience in meeting the educational needs of my students.

To enhance my college training in elementary education, you will see on my resume that I participated in two Psychology internships. These internships provided me with new perspectives on behavior which will be of help to me in the classroom and in my communication with parents.

My credentials will be available for your inspection upon graduation in May 2015. I will be available to begin my professional career at that time. I look forward to meeting with you at Teacher Recruitment Day and discussing my candidacy further. If there is additional information I can provide, please contact me at (717) 757-1234.

Sincerely,

Alice Brown

SAMPLE COVER LETTER

55 Coventry Road
York, PA 17403

February 6, 2010

Mr. Steve Sager
Assistant Superintendent
XYZ School District
Patterson, NJ 12345

Dear Mr. Sager:

I am very interested in applying for a position with your school district. I recently became aware of this opportunity through the Career Development Center at York College of Pennsylvania, where I am currently a secondary education-social studies student.

As you will see on the enclosed resume, I am currently student teaching and will graduate in May 2015; my cumulative grade point average is 3.71. I have gained additional experience through being a camp counselor during the past few summers and volunteering at Gettysburg National Park as a Battlefield Tour Guide. After reviewing your job description, I feel I would be an asset to your school district.

I am interested in talking with you in more detail about this teaching opportunity. You may contact me at (717) 815-1430 jsmith@abc.def to schedule an interview. I look forward to speaking with you.

Sincerely,

Jane Smith

OTHER CORRESPONDENCE

I. MULTIMEDIA RESUMES

A web site that incorporates graphics, photographs, animation, sound, color, movement etc...
Great for artists, web designers, technical fields, but not a mainstream method
Can also be transferred to CD and sent to employers

II. THANK YOU LETTERS

Thank you letters should always be sent within 24 hours after an interview. They can be handwritten, typed or sent electronically. The letter does not have to be lengthy, but needs to thank the person for his/her time and courtesy. You may also re-emphasize your particular skills which will be assets and make sure you re-state your interest in the position. Thank you letters make a very favorable impression upon employers and should not be overlooked!

III. LETTERS OF ACCEPTANCE/DECLINE/WITHDRAWAL

You may need to respond positively to a job offer from an employer in writing. This should be typed, and should express your enthusiasm for starting your new job. You may need to confirm starting dates, salary, benefits, etc., in this letter, but you should discuss these with your future employer first before you actually sign your name to anything.

You also may find yourself declining an offer for a position. This should be typed and should thank the employer for the offer. You should give one or two reasons why you are declining the offer, making sure to keep them professional. Don't burn any bridges – this could be a future employer. Short and simple is best in this situation.

It is also appropriate to notify a prospective employer of your decision to withdraw from the selection process. Again it should be typed and may include the reason for your withdrawal (i.e. acceptance of another position).

IV. THE PROFESSIONAL TEACHING PORTFOLIO

Artists, actors, architects, and journalists use portfolios to showcase their work. A professional **teaching** portfolio is an organized collection of documents, letters, papers and pictures that lauds your personal and professional achievements in a compact, concrete way. It can be used as a tool which, in addition to your credentials, will allow you to market yourself effectively. The creative context of your teaching portfolio is restricted only by your imagination.

A. Create a Professional Teaching Portfolio

A professional teaching portfolio offers you, the beginning teacher, a means of presenting your case creatively. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those included in your credential file.

Your portfolio is a very personal advertisement. If it is properly arranged, it will say much more about who you are and what you have to offer than your resume ever can. You also have the option to change your portfolio at any time to suit the specific demands of a particular school system, or position within the system.

B. The Best Time to Present your Portfolio

According to school recruitment personnel, the optimal time to present your portfolio is during the follow-up interview with the building principal. The follow-up interview, rather than the initial interview, is an opportune time to present a more full and complete accounting of what you have to offer. You should try to recognize an appropriate opportunity to share your portfolio during this interview.

Another approach is to send your portfolio to the interview coordinator before your actual interview date. This will allow them to review your work without taking time away from the interview. It will also give you the opportunity to answer questions during the interview. Lastly you can bring your portfolio home with you at the end of the interview, thus insuring that you get it back.

C. Setting Up Your Portfolio

At the end of each semester, evaluate all of your activities and accomplishments, special training and workshops, and choose the best and most appropriate to include in your “keep file”. Be selective; don’t pick items just to “pad” your file.

Organize the items in a way that provides a picture of you at your best. With no set format to follow, you have considerable latitude in constructing your portfolio.

Highlight your accomplishments. In describing them, use concise statements. Because recruiters review materials from hundreds of candidates each year, make brevity the key.

Use a three-ring binder as a collection place for your portfolio pieces. The binder keeps everything together, is clean looking, easy to handle, and items are consistent in size.

D. Helpful Suggestions

- Table of Contents
- Resume
- State Certification document
- Letters of recommendation (other than those in your credential file)
- Official Transcripts
- PRAXIS Exam results
- Student teaching evaluations from cooperating teachers
- Student teaching evaluation from your college supervisor
- Evidence of field experience work
- Pupil evaluations
- A teaching unit
- Examples of original lesson plans
- A test you created
- Photos of teaching experiences, including school settings, learning centers, bulletin boards, etc. with brief descriptions
- A videotape of your best lesson
- A learning activity packet
- Evidence of involvement in extra-curricular activities
- Documentation of honors or awards
- Other subject-specific documents
- A shadow or case study of a student

In addition to preparing you for your job search, your portfolio can be the starting point for your career. Collecting evidence of your work will be valuable when you become a teacher, and in some cases, absolutely necessary. Once you have developed good habits in collecting and presenting examples of your

teaching, they will always be available to you should you wish to locate a subsequent teaching position, make application for a grant or prepare graduate school applications.

Portfolios are used in several state teacher evaluation systems, and the National Board for professional Teaching Standards has advocated teacher portfolios as a means of examining a teacher's work. As the development of professional teaching standards becomes more clearly focused in the 2000's, professional teaching portfolios may truly become indispensable.

VI. SAMPLE INTERVIEW QUESTIONS

A. Questions Frequently Asked by an Interviewer

What made you decide to become a teacher?

What is the most important aspect of teaching to you?

What do you do with the child who hates school?

What interests you about working with elementary/secondary school students?

Tell me about your experience working with multi-culturally diverse classes.

What are your strong points as a teacher?

What areas have you identified and targeted for improvement?

How do you intend to go about strengthening those deficiencies?

What is your philosophy of teaching? Describe your style of teaching.

What kind of resources do you like to use in the classroom?

Describe your level of proficiency with computers. How would you incorporate computers in your classroom?

How does a child know if you are a good listener?

How do you motivate a class with differing needs? What is a multi-aged grouping or a multi-level classroom?

What should you do with students who finish early and are ready to move on?

Are you familiar with DAP (Development Appropriate Practices)? What is your reaction to this trend?

What is your reaction to each of these other educational trends? Whole Language vs. Phonics, Multi-Age Grouping, Performance Assessment/Rubrics, Instructional Support Teams (IST)?

How important is success to a student?

How would you physically set up a primary (k-2) classroom? A third-sixth grade classroom?

What type of grading system should be used in primary (k-2)? Third – sixth grade? What grading system do you prefer? Why?

Define current curriculum trends in your area.

Describe the format you use to develop a lesson.

Describe a lesson plan you have developed. What were the objectives, the format of the lesson and how did you evaluate whether or not the objectives were achieved?

What provision have you made for the slow learner?

What would be your attitude and reaction to an administrative decision with which you do not agree?

What types of people seem to rub you the wrong way?

How do you feel you will go about fitting into an established teaching staff that has had little turnover?

What are your plans for future improvement of professional skills?

How would you incorporate inclusion children in your classroom?

Would you employ any peer tutoring in your classroom? In what instances?

What method of classroom management works best for you?

With what discipline programs are you familiar?

How would you discipline students? What if it doesn't work?

Give me an example of a difficult discipline situation you had with a student and how you handled it.

Would you handle it differently now?

What is the first thing you will say to your students on opening day?

Are there any extracurricular activities you will be willing to lead or co-lead?

What kind of working relationship do you prefer with your department chair/principal?

How do you deal with an irate parent?

How would you teach reading without a Basal reading program?

Give four words that describe you as a teacher that you would want your students to know.
 What would you want your students to say about you to their parents?
 What is the principal's role in the school?
 What is your ideal classroom setup?
 John is a behavioral problem in your classroom. You have tried everything to correct his problems, but nothing seems to work. What is your next step?
 If I give you a blank check, what would I see in your classroom?
 Do you think that high-test scores promote high self-esteem or vice-versa?
 What is something that frustrates or angers you?
 How do you hope to spend your summers?
 In a competitive teaching job market, what sets you apart as a candidate?
 What is the role of the teacher in the community?
 What type of student do you find most challenging to work with?
 How do you keep classroom behavior under control?
 When would you send a note home to parents?
 What are your long-term career goals and objectives? How have you come to determine these?
 What do you plan to be doing in five years? Ten years?
 Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher?
 What grade level do you prefer? Why?
 How do you involve paraprofessional aids and parent volunteers in your classroom?
 What activities/special events would you do to increase parent involvement?
 How do you approach parent/teacher conferences? What are some of your goals?
 Why do you want to teach in our school district?
 What do you believe is the single greatest challenge for teachers of the 2000's? How can educators strive to meet this challenge?
 Are you thinking about graduate school?
 Why should we hire you with a liberal arts background?
 What did you get from your major that would be helpful to us?
 Most of the people I've interviewed aren't nearly as qualified. What makes you think you're any different?
 What makes a good team?
 Name one instance in which you have been in a leadership position when you had to make decisions that had far reaching impact?
 Why should we hire you?

B. Questions for Applicants to Consider Asking an Interviewer:

Tell me about the background of students in this school.
 How would you describe the relationship between the principal and the teachers?
 What are your evaluation procedures?
 Please describe your procedures for adopting textbooks.
 May I have a tour of the school?
 What kind of committee involvement is expected of new teachers?
 Do parents tend to get involved in school activities?
 What is your average turnover rate for teachers?
 In your opinion, what is the best thing about working in this school?

C. Situations:

You have a student who enters your classroom, everyday crying because she wants to go home. It sometimes takes her over an hour to get herself under control. What would you do?
 Suppose you are teaching a multi-level group of second-graders in math. How would you accommodate all of the learning levels in that setting?
 You are teaching fourth grade social studies. A student actively participates in class, completes homework and is eager to learn. When the first two tests are given, the student fails them. What is your plan?