

THE UNIVERSITY OF GEORGIA



EDUCATION CAREER GUIDE

Job Search Strategies | Resume | Cover Letter | Interviewing | Social Media



THE UNIVERSITY OF GEORGIA

College of Education



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Get CONNECTED

Meet your CAREER CONSULTANT- Bethany Bagley (bjbagley@uga.edu)

Office: Career Center- Clark Howell Hall, 2nd floor



For more information about Bethany, office hours and recommended resources, visit

<http://career.uga.edu/consultants/bagley>.

Also, follow **@bethany_bagley** on twitter for job/career advice!

❖ **Make an individual appointment by calling 706-542-3375**

Appointments can cover:

- Choosing a Major
- Choosing a Career
- Resumes
- Cover Letters
- Mock Interviews
- The Job Search
- Personal Statements
- Internships
- Grad School
- Networking

❖ **Visit Aderhold SATELLITE HOURS:** Tuesdays 3:00-5:00pm, 124L Aderhold
Satellite hours are come-and-go, and do NOT require an appointment.

❖ **Visit the CAREER CENTER-** Clark Howell Hall, 2nd Floor
Walk-In Hours 12-2pm everyday

Visit the Career Center website- www.career.uga.edu



The Education Job Search Certificate

The Education Certificate Program is designed to aide individuals in the education job search. Jobs might include teaching, school counseling, speech language pathology, and additional school-related emphases.

Workshops: Attend 5 out of 7 workshops/events. Attendance will be taken and recorded at each event.

Fall 2013	Topic	Time/Location
	The Education Resume & Cover Letter: An Employer's Perspective	Tuesday, Oct. 8 th 4-5pm Aderhold room G5
	Education Alumni Panel: Gain Insight into the Job Search and Beyond	Wed., Oct. 30 th 5:30-6:30pm Aderhold room G5
	Interviewing 101 in Education: An Employer's Perspective	Thursday, Nov. 14 th 4:30-5:30pm Aderhold room G5
	The Education Job Search: Learn the What, When, Who and How of YOUR Job Search	Tuesday, Dec. 3 rd 4-5:30pm TBD
Spring 2014		
	School District Panel: Gain advice from Principals and HR Representatives	Tuesday, March 4 th Time/Location: TBD
	Resume Critiques (only counts once): Monday and/or Tuesday	Mon., March 3 rd & Tues., March 4 th Time/Location: TBD
	Education Career Fair: Network with school districts and education- related industries	Wednesday, March 5 th 1-4pm Tate Grand Hall, 5 th floor

Individual Tasks: Complete 2 out of 4 tasks.

	Meet for an individual appointment with your Career Consultant, Bethany Bagley Topics can include: Resume/cover letter critique, mock interview, job search strategies, etc.
	Visit Satellite Hours for a resume or cover letter critique These hours are held every TUESDAY from 3-5pm in Aderhold room 124L.
	Create a LinkedIn account To get started, check out the LinkedIn checklist attached to this guide.
	Create an Education Portfolio Utilize Foliotek's ability to create a personal URL to include on your resume heading.

❖ Upon completing the required workshops and tasks, you will receive a survey to complete in order to receive the padfolio and certificate from UGA's Career Center.

For more information, contact Bethany Bagley at bjbagley@uga.edu.

1. What are administrators **LOOKING** for in an applicant

- Knowledge of the school district and school
- Professionalism (speech and dress)
- Content knowledge/educational preparation
- Enthusiasm and passion for teaching
- Positive attitude, team player
- Willingness to participate in extracurricular activities
- ❖ **RESEARCH!** Check out the school district's website and know the district inside-and-out.

2. Clean up your image and start **NETWORKING**

- Is your email and voicemail appropriate?
- Attend Career Fairs.
- Clean up social networking pages.
- Make professional social networks.
- Google yourself and see what you can do to improve the results.
 - Populate your **LinkedIn** profile.
- Target **5** school districts in your job search.
- Don't forget to let everyone know that you are looking for a job!

3. Complete application materials and **APPLY**

- Have your resume and cover letter critiqued.
- Gather references and create an education portfolio.
- Check out State-wide Job Boards.
 - Register onto TeachGeorgia: www.teachgeorgia.org
 - Georgia Charter Schools Association: www.gacharters.org
 - Georgia Independent School Association: www.gisaschools.org
 - Teachers-Teachers.com: www.teachers-teachers.com
 - Register onto SchoolSpring: <http://www.schoolspring.com/>
- Unadvertised Listings
 - Go directly to the school district's website.
 - Georgia Department of Education: www.doe.k12.ga.us
 - Georgia Department of Education Map of School Districts: <http://bit.ly/1a0AO1f>



Job Search Advice from School Districts

- “Be prepared; research school districts you are interested in prior to attending job fairs and/or interviews; bring letters of recommendation with copies of resumes; volunteer to work in local schools to expand your experiences and knowledge base; bring copies of work samples/portfolio for potential employers to review.”
- “Be proactive ... we start the recruiting/screening process in November for the next school year.”
- “If the teacher is not successful in securing a full-time position, I suggest that he or she substitute teach and/or pursue an advanced degree until the job market for teacher candidates improves.”
- “Make sure that all components of your online application have been submitted in a timely manner - supervisory references (2), official transcript, certification documentation and Gallup completion. Follow up with HR to make sure that all of your paperwork has been received, check website frequently and apply to postings of interest.”
- “Take a proactive approach to the job search; adapt your resume to suit the job that you're applying to and network, network. Don't sit back and wait for a telephone call - take it upon yourself to contact HR to check your status and the current hiring situation. Make yourself stand out from others by getting all required paperwork submitted. Without references, you could potentially be overlooked.”
- “Make yourself as marketable as possible. Consider adding to your certification areas. Be willing to work with extracurricular activities.”





School Districts Speak Out!

Each **“School Districts Speak Out!”** section within this handbook is comprised of school districts that attended the 2011/2012 Teacher/Administration Recruitment Day and were asked to complete the “Advice for Teachers” survey for graduating teacher candidates.

Here is a portion of the advice they had to offer:

Does your school district prefer Bachelor-level (no experience) candidates over Master-level (no experience) candidates?

- Most agree, “We are looking for the BEST TEACHER possible regardless of degree.”

What is the best way to follow up with a principal after a candidate has applied with the school district?

- Phone Call (22%)
- Email (44%)
- Other (33%): Letter/thank you card, mailing or faxing application materials

Is it appropriate to show up at the school unannounced to hand in application materials?

- 33% said Yes
- 67% said No

Should a student keep high school education and/or experience on his/her resume?

- 87.5% said Yes
- 12.5% said No

What are the top 5 qualities you look for in a teacher candidate?

- Knowledge about the school district and school
- Professionalism (speech and dress)
- Content knowledge/educational preparedness
- Enthusiasm and passion for teaching
- Positive attitude, team player

Should a student attend the Teacher/Administration Recruitment Day?

- YES (100%)
- “It gives the student the opportunity to receive information about different districts in which they may eventually seek employment.”
- “Make all the contacts you can.”
- “Recruitment days are always a good idea ...it is an opportunity to meet recruiters/school districts and when looking for a specific area we always return to our resumes from career fairs.”
- “There is nothing better than a face to face interview and taking advantage of making a lasting impression. You might hit it off with the interviewer and when a position opens up, they remember the ones they liked during the short time they visited with you. I have hired 4 -5 people from the UGA Teacher Job Fair and most of them were after the day, but I remembered how much I enjoyed talking to them during the short visit to the table. Nothing like face to face time.”

Do school districts hire from the pool of candidates who attend the fair?

- 67% said YES

How can a candidate make him or herself stand out in a fair that has over 500 candidates in attendance?

- “Bright, articulate, confident, pleasant”
- “By dressing to impress and by speaking articulately and intelligently”
- “Candidates who can tell you a little about who they are and what they want and speak very confidently generally stand out. Also, candidates who have researched your county and those who “follow up” with completing an application or emailing are more memorable.”
- “Come prepared and be themselves. Tell those school/systems specifically why you would like to work in THEIR respective school/system and what gifts they will bring to us.”



EDUCATION CAREER FAIR

Wednesday, March 5th, 2014 1:00–4:00pm
Tate Student Center Grand Hall, 5th Floor

Meet representatives from K-12 schools and educational organizations from all over Georgia and across the country!

For more information, visit www.career.uga.edu,
and click on the [Career Fairs & Events link](#).

WHY SHOULD YOU ATTEND?

EMPLOYER FEEDBACK:

“There is nothing better than a face to face interview and taking advantage of making a lasting impression. You might hit it off with the interviewer and when a position opens up, they remember the ones they liked during the short time they visited with you. I have hired 4 -5 people from the UGA Teacher Job Fair and most of them were after the day, but I remembered how much I enjoyed talking to them during the short visit to the table. Nothing like face to face time.”

♦ Principal, St. Pius X Catholic High School

“Recruitment days are always a good idea ...it is an opportunity to meet recruiters/ school districts and when looking for a specific area we always return to our resumes from career fairs.”

♦ Assistant Director of HR, Columbia County School District

Reference/Recommendation Guidelines

Asking for Recommendations:

- Who do I ask?
 - Someone who has seen you in action!
 - Supervisors and/or Faculty members.
 - Ideally, he/she should have known you for at least a year.
- How do I ask?
 - Always **ask** permission (email or phone is acceptable) and give them the opportunity to say no. You'd rather not have their recommendation at all than to have a **negative** recommendation.
 - Send them your resume and/or let them know about your interests in the position.
 - Give them something to write about!
- They said YES, now **FOLLOW UP**.
 - Keep your references in the know about the jobs in which you are applying.

FORMAT

- On Separate page
- Same personal information heading as on resume
- 3-5 References
- Name and Title
- School/Company
- Address, Phone Number, Email
- Relationship to you (optional)

Josephine A. Smith

505 South Lumpkin Street, Athens, GA 30305

jsmith@myemail.com

(706) 555-7685

REFERENCES

Ms. Linda McCoy

Communications Coordinator

Media Enterprises

1400 Peachtree Street

Atlanta, GA 30303

(404) 555-2314

lmccoy@myemail.mediaenterprises.com

Internship Supervisor

Mr. Jonathan Townsend

Volunteer Coordinator

American Heart Association

The Rutherford Building

234 Union Avenue

Athens, GA 30606

(706) 555-5432

jtownsend@myemail.americanheart.org

Volunteer Site Supervisor

Resume Guidelines

FORMATTING TIPS

- ❖ Education resumes can be 1 or 2 pages in length.
- ❖ Never use resume templates or any pre-formatted resume programs.
- ❖ Use bullets throughout the resume to describe your experiences.
- ❖ Use **bold** and **bold/italic** to make titles and organization names stand out.
- ❖ Placing margins at .5 on all sides may help in avoiding too much white space.
- ❖ Be **CONSISTENT** with formatting.
- ❖ Have someone **double** and **triple** check your resume for grammatical errors.

PERSONAL INFORMATION

- The heading should include name, physical address, email address, phone number, and portfolio website/LinkedIn.
- Make sure your email and voicemail message are appropriate.

OBJECTIVE

- This heading is optional.
- If used, it should clearly indicate the position and school district in which you are applying.

EDUCATION & CERTIFICATION

- This should be at the TOP of your resume unless you've been out of school more than 5 years.
- This section can include Study Abroad and/or high school information.
- Include your Certification for Teaching as a sub-section under Education, or as its own heading, if you prefer (T-4 Certification for Bachelor level, T-5 Certification for Master level- Include **CONTENT** areas).

EXPERIENCE

- List experience in reverse chronological order (most recent to oldest).
- Use **BULLETS** and **ACTION VERBS** to describe your job duties for that experience.
- Organize experiences into categories such as Teaching Experience, Relevant Experience, and Additional Experience.

ADDITIONAL CATEGORIES

- Professional Memberships/Associations
- Extracurricular Activities/Volunteer Work
- Campus & Community Involvement
- Honors and Awards
- Skills (Computer skills, teacher-specific software programs, CPR certification, etc.)

School Districts Speak Out!

How can a candidate make him or herself stand out in their resume?

- "...when applying for a specific job, tailor the resume to that position. That means researching the position and emphasizing your attributes that make you the perfect candidate."
- "High GPA, special endorsements (math, gifted, etc.)."
- "include volunteer opportunities in a school environment; make sure the information is free of errors, well-organized, and professional"
- "Keep it neat, concise and orderly with dates and location of student teaching and work history."
- "On a resume, I look for their educational preparation, degrees and certification first in an attempt to make a match. Once you have this basic information, I like to see what else they can bring to the table as in extracurricular activities, fine arts, or class moderator positions. We have 100 teachers on staff, but everyone has to do something else to be hired and it's nice to see that on the resume."
- "Put "highlights" of their experience teaching/student teaching."

CAREER OBJECTIVE

Highly qualified and enthusiastic Special Education professional seeking teaching opportunities in Clarke County to teach Special Education Adapted Curriculum in a self-contained classroom, grades K-8.

EDUCATION & CERTIFICATION

The University of Georgia, Athens, GA May 2014

Bachelor of Science in Education, Special Education Adapted Curriculum (P-12)

Cumulative GPA: 3.5/4.0

Financed 100% of college tuition, books, boarding, and life expenses

Clarke Central High School, Athens, GA May 2010

High School Diploma

Certification

T-4 Certification

May 2014

ESOL Endorsement

January 2014

TEACHING EXPERIENCE

Student Teacher January- May 2014

Clarke Middle School

Athens, GA

- Implemented lessons for 6-period schedule on functional daily living skills, writing skills, reading comprehension, and money math skills
- Utilized SmartBoard and interactive PowerPoints to allow students access to grade level materials in all subjects- English/Language Arts, Math, Science, and Social Studies
- Collected data on personally created data sheets to track progress of lessons and behavior plans
- Observed and practiced execution and interpretation of GAA curriculum for grades 6, 7, and 8
- Accompanied students on all Community Based Instruction trips to sporting events such as gymnastics and taekwon do, as well as restaurants, and various stores such as Kroger and Sam's

Practicum

August- December 2013

Clarke Middle School

Athens, GA

- Independently facilitated functional academic lessons including activities to promote reading comprehension and text analysis
- Modified 7th grade Georgia Performance Standard to locate 6 countries of Africa for students with Severe Intellectual Disabilities participating in GAA
- Traveled on various Community Based Instruction trips including trips to Kroger, sporting events, and eating lunch at Chik-fil-A
- Assessed a student's behavior to implement a behavior intervention plan to decrease the target behavior while increasing a desired behavior

Practicum

January- May 2013

Morgan County Primary School

Madison, GA

- Assisted teacher in daily activities such as sensory and literacy centers
- Employed functional identification skills with student with severe sight impairment
- Practiced letter blend sound identification with kindergarten student with high functioning autism and a communication impairment

RELEVANT EXPERIENCE

Parent-Teacher Conference Translator

Fowler Drive Elementary School

October 2012, October 2013

Athens, GA

- Attended 10+ parent-teacher conferences during the month
- Translated teacher concerns and praise for their students whose parents spoke and understood only Spanish

Babysitter

Rentz Family

Summers 2011-2013

Athens, GA

- Sporadically cared for three girls, one of which is a student with William's syndrome, by preparing meals, taking to the library, assisting with daily hygiene, and entertaining with crafts and games

Tutor

Alps Road Elementary School

August 2011- December 2012

Athens, GA

- Tutored first and second grade students struggling with reading disabilities and severe ADHD
- Assisted second grade student with high functioning Autism by helping complete homework, as well as participate in various after school activities
- Aided EIP teacher with lesson preparations such as cutting, filing, sorting, and laminating lesson materials

Head Cheerleading Coach

Athens Academy

August 2010- May 2011

Athens, GA

- Instructed fourth and fifth grade girls on basic to intermediate cheers and cheerleading stunts
- Implemented rules and expectations of students

ADDITIONAL WORK EXPERIENCE

Professional Fundraiser, *RuffaloCody*- Athens, GA

August 2012-Present

Sales Clerk, *Masada Leather*- Athens, GA

June 2010-October 2011

Sales Clerk, *Abercrombie*- Lawrenceville, GA

December 2009-December 2010

CAMPUS & COMMUNITY INVOLVEMENT

UGA Treasurer, Student Council for Exceptional Children- Athens, GA

Community Outreach Committee, AutismUGA- Athens, GA

Member, Kappa Kappa Gamma Social Fraternity- Athens, GA

OTHER ACTIVITIES & HONORS

Georgia Association of Educators

Kappa Delta Epsilon

Dean's List (4 semesters)

Special Olympics

REAL Saturdays at Barnett Shoals Elementary

Participated in ESP Big Hearst Pageant

SKILLS

Computer and Technology Skills:

- Proficient in Microsoft Office- Word, Excel, and PowerPoint
- Basic skills of SmartBoard
- Proficient in Google Docs, Blogger
- Introduced to social media in the classroom: Pinterest, Facebook, Twitter, Wordpress, YouTube

Language Skills:

- Conversational Spanish skills
- Basic knowledge of American Sign Language

Jane Education

351 Bulldawg Drive · Athens, GA 30605 · (706) 542-5555 · janed@uga.edu

OBJECTIVE

To secure a position as a secondary mathematics teacher, and to coach cross country and/or track and field

EDUCATION

The University of Georgia

Master of Education in Mathematics Education

Overall GPA: 3.74/4.00

Athens, GA

Expected August 2013

The University of Georgia

Bachelor of Science in Mathematics Education

Overall GPA: 3.44/4.00

Athens, GA

May 2012

CERTIFICATION FIELD

Georgia Educator T-5 Certificate in Mathematics (6-12) [FLD743]

Gifted and Creative Teaching Endorsement

August 2013

TEACHING/COACHING EXPERIENCE

Oconee County High School

Student Teaching

Watkinsville, GA

January 2012 – April 2012

- Taught Accelerated Math I and Advanced Algebra and Trigonometry on a 90-minute block schedule
- Designed lesson plans that focused on conceptual understanding and real-world applications of mathematics
- Participated actively in instructional and cocurricular planning
- Utilized classroom management and discipline strategies
- Assistant Track and Field Coach- Assisted with drills, warm-ups, and strength training
- Organized and led practices for long distance runners
- Initiated and maintained contact with parents, teachers, and administrators

Snellville Middle School

Practicum Experience

Snellville, GA

August 2011- December 2011

- Attended departmental meetings and general faculty meetings
- Co-taught instructional units for 10 days
- Observed varying 6th grade mathematics classes, noting teaching styles and student behaviors

Clarke Central High School

Math Tutor

Athens, GA

September 2011 – November 2011

- Tutored students enrolled in remedial mathematics courses on a bi-weekly basis
- Facilitated small group discussions regarding applications of mathematics to motivate underachievers

Classic City Performance Learning Center

Math Tutor

Athens, GA

January 2010 – May 2010

- Tutored students enrolled in remedial algebra courses
- Implemented a variety of teaching strategies to challenge, engage, and motivate a multicultural student population
- Participated in team meetings to plan and implement conceptual teaching units

WORK EXPERIENCE

Acquired Cataloging Student Assistant, The University of Georgia- Athens, GA

May 2008 - Present

- Search materials that the library acquires using an electronic database
- Input call numbers on searched materials

PROFESSIONAL MEMBERSHIPS & ACTIVITIES

Phi Mu Fraternity (Alpha Alpha Chapter), Housing Corporation Treasurer

August 2012 – Present

Kappa Delta Epsilon, a professional educational fraternity, Member

August 2010-Present

National Council of Teachers of Mathematics (NCTM), Member

August 2010-Present

Georgia Council of Teachers of Mathematics (GCTM), Member

August 2010- Present

SKILLS

Software: Proficient in Geometer's Sketchpad (GSP), SmartBoard, Windows XP/Vista/7, Mac OS X, and Microsoft Office Suite

Communication: Effective technical writing, project organization, and presentation

Christopher Counsel

ccounsel@uga.edu • (706) 542-5555 • 101 Bulldawg Dr., Athens, Georgia 30605

EDUCATION

The University of Georgia (UGA)

Master of Education, Professional Counseling

Overall GPA: 3.93/4.00

Bachelor of Arts in Journalism, Public Relations

Overall GPA: 3.41/4.00

Athens, Georgia

Expected Graduation May 2014

Graduated August 2010

CERTIFICATIONS

- **Georgia S-5 Certification, Professional School Counseling (P-12)**

April 2013-Present

SCHOOL COUNSELING EXPERIENCE

School Counseling Internship

Deer Creek, Georgia

Deer Creek High School Intern (Completed 600 hours)

August 2012-May 2013

- Collaborated with eight school counselors at Georgia's largest high school to counsel students in grades 9-12, handling all issues related to academic, career, and life skills development
- Conducted credit-checks on seniors to ensure a timely graduation and discuss post-secondary career options
- Facilitated weekly activities to provide a group of seven 9th & 10th grade males with time management skills, organization skills, and study skills
- Assisted with leadership development activities with Peer Leaders
- Presented to 9th grade students on the 4-year plan to prepare them for their desired careers using the Career Cruising website
- Managed crisis situations with students ranging from emotional concerns to grief counseling

Counseling Practicum

Athens, Georgia

East Athens Middle School Counseling Practicum Student (Completed 100 hours)

January 2012-May 2012

- Mediated counseling sessions with students regarding conflict resolution and various other personal/social issues
- Led an anger management small group with seven students ranging from ages 11 to 14
- Assisted with classroom guidance informing 8th grade students about careers and the academic transition to high school

Service-Learning

Athens, Georgia

Cedar Elementary Charter School Volunteer (Completed 40 hours)

August 2011 – December 2011

- Collaborated with classmates in counseling small groups of 3rd and 5th grade students
- Helped create PSA's regarding bully prevention
- Led "Fall Into Friendship" classroom guidance sessions with 2nd grade students to help students become aware of positive qualities in a friend and recognize the importance of a classroom community

ADDITIONAL EXPERIENCE

Benjamin High School (BHS)

Atlanta, Georgia

College Advisor

August 2009- May 2011

- Developed programs and strategies to increase the number of low-income, first-generation, and underrepresented students entering and completing higher education
- Completed over 400 hours of classroom guidance with 9th-12th grade students, presenting on various college-going topics
- Advised parents and students individually and in groups, discussing all aspects of college planning and selection
- Instructed an SAT preparation course
- Determined eligibility for SAT & ACT fee waivers for low-income students
- Implemented and coordinated "October College Awareness Month" by organizing visits to college campuses in Georgia, assisting with the National Hispanic College Fair, and hosting the following programs: *Resume-Building Week, NCAA Clearinghouse Night, and Apply to College Week*

PROFESSIONAL MEMBERSHIP

- American School Counselors Association (ASCA)
- Georgia School Counselors Association (GSCA)

January 2012-Present

August 2011-Present

Related Coursework: Career Development, Theory, and Practice; Introduction to Group Counseling; Cross-Cultural Counseling; Individual Appraisal; Interpersonal Relationships; Counseling Theory and Skills; and Psychodiagnosis

Julia McSpeech

155 Bulldawg Dr. Athens, GA 30189

Phone: 706-542-5555 E-Mail: jmcspeech@uga.edu

OBJECTIVE

To obtain a 2014 summer internship/volunteer experience in the field of pediatric speech-language pathology.

EDUCATION

The University of Georgia, Athens, GA

May 2015

Bachelor of Science in Education, Communication Sciences and Disorders

Minor: Child and Family Development

Current GPA 3.96/4.00

Recipient of the HOPE Scholarship, Presidential Scholar Recognition, Dean's List Recognition

Kennesaw State University, Kennesaw, GA

August 2011- May 2012

GPA: 4.0/4.0

EXPERIENCE

Volunteer, Athens Regional Medical Center, Athens, GA

August 2013- Present

- Assist a speech-language pathologist with group therapy in the pediatric rehabilitation unit; group therapy is specifically for children with autism

Tutor/After School Volunteer, Chase Street Elementary School, Athens, GA

January 2013- May 2013

- Worked one-on-one with kindergarten students that needed supplementary support
- Assisted in directing the After School Program for 30+ students in grades K-4

Tutor, David C. Barrow Elementary School, Athens, GA

August 2012 to December 2012

- Provided additional academic support to two specific kindergarten students for the length of the semester; primarily taught literacy

Model/Sales Associate, Abercrombie Kids, Kennesaw, GA

March 2012 to August 2013

- Maintained the presentation of the storefront, assisted customers, operated the register, and modeled clothing

Special Needs Cheerleading Instructor, World of Kids Athletic Campus, Woodstock, GA

July 2008 to May 2011

- Assisted individuals ages 5-10 with various disabilities further develop gross motor skills through activities associated with cheerleading
- Helped choreograph and teach cheerleading routines while promoting the values of teamwork and friendship

LEADERSHIP EXPERIENCE

Elected Junior Class Representative, National Student Speech Language Hearing Association

August 2013-Present

Elected Secretary, UGA Child and Family Development Association

January 2013-Present

Inducted Member, National Society of Leadership and Success: Sigma Alpha Pi at UGA

August 2012-Present

CAMPUS ACTIVITIES

- | | |
|--|---|
| • Alpha Lambda Delta Honors Society | • National Student Speech Language Hearing Association (NSSLHA) |
| • UGA Honors Program | • UGA Child and Family Development Association |
| • Delta Delta Delta Sorority | • Delta Life Bible Study |
| • Autism UGA | • Hospital Relations Committee of UGA Miracle |
| • UGA Relay for Life | Benefitting Children's Healthcare of Atlanta |
| • UGA Special Olympics (gymnastics instructor) | |

POWER VERBS

TEACHING

Accept	Conduct	Evaluate	Inquire	Reinforce
Adapt	Consider	Excite	Instill	Rephrase
Advise	Cooperate	Explain	Instruct	Research
Analyze	Coordinate	Explore	Interact	Reward
Apply	Correct	Facilitate	Integrate	Simplify
Appraise	Critique	Focus	Investigate	Solicit
Appreciate	Define	Generate	Listen	Speculate
Assess	Demonstrate	Guide	Model	State
Assign	Designate	Head	Modify	Stimulate
Attend	Develop	Hypothesize	Motivate	Structure
Categorize	Direct	Identify	Observe	Synthesize
Challenge	Discipline	Implement	Organize	Systematize
Choose	Educate	Incorporate	Persuade	Teach
Clarify	Elaborate	Indicate	Ponder	Thank
Coach	Elicit	Individualize	Postulate	Theorize
Command	Emphasize	Infer	Praise	Train
Communicate	Enable	Inform	Provoke	Tutor
Compliment	Encourage	Initiate	Question	

HELPING

Adapt	Collaborate	Enlist	Orient	Represent
Advocate	Contribute	Ensure	Predict	Resolve
Aid	Cooperate	Evaluate	Prescribe	Serve
Answer	Counsel	Expedite	Protect	Simplify
Anticipate	Deliver	Facilitate	Prevent	Supply
Arrange	Demonstrate	Familiarize	Provide	Support
Assess	Diagnose	Foster	Reconcile	Volunteer
Assist	Educate	Handle	Rectify	
Clarify	Enable	Moderate	Refer	
Coach	Encourage	Observe	Rehabilitate	

COMMUNICATION

Address	Convince	Follow-up	Motivate	Refer
Advertise	Correspond	Formulate	Negotiate	Reinforce
Arbitrate	Define	Incorporate	Network	Report
Arrange	Describe	Influence	Observe	Resolve
Ascertain	Develop	Inform	Outline	Respond
Author	Direct	Interact	Participate	Solicit
Brief	Document	Interpret	Persuade	Specify
Collaborate	Draft	Interview	Present	Speak
Communicate	Edit	Involve	Promote	Stipulate
Compose	Educate	Lecture	Publicize	Suggest
Confront	Elicit	Market	Publish	Summarize
Consult	Enlist	Mediate	Question	Synthesize
Contact	Explain	Meet	Reconcile	Translate
Convey	Express	Moderate	Recruit	Write

RESULTS

Achieve	Complete	Excel	Lower costs	Resolve
Accelerate	Contribute	Expand	Maximize	Restore
Accomplish	Decrease	Extend	Measure	Selected as
Add	Double	Improve	Obtain	Solicit
Advance	Eliminate	Increase	Pioneer	Stabilize
Attain	Enlarge	Initiate	Prove	Standardize
Augment	Establish	Introduce	Reduce	Succeed
Award	Exceed	Launch	Re-establish	Validate

LEADERSHIP/MANAGEMENT

Accomplish
Administer
Account for
Adjust
Analyze
Appoint
Approve
Assign
Assume
Attain
Chair
Choose
Conceptualize
Conduct
Contract
Consolidate
Consult

Contract
Coordinate
Decide
Decrease
Delegate
Design
Determine
Develop
Devote
Direct
Dispatch
Dispense
Eliminate
Employ
Emphasize
Enforce
Enhance

Establish
Evaluate
Execute
Formulate
Generate
Handle
Head
Hire
Implement
Improve
Incorporate
Increase
Initiate
Institute
Lead
Leverage
Manage

Maintain
Merge
Motivate
Orchestrate
Order
Organize
Overhaul
Oversee
Plan
Perfect
Preserve
Preside
Prioritize
Produce
Propose
Protect
Realize

Recommend
Recruit
Regulate
Reorganize
Replace
Review
Revitalize
Reward
Save
Set goals
Schedule
Streamline
Strengthen
Supervise
Terminate
Unify

CREATIVE

Act
Adapt
Advertise
Begin
Broaden
Combine
Compose
Conceive
Condense
Conceptualize
Conduct
Create
Customize

Demonstrate
Design
Develop
Direct
Discover
Display
Draft
Dramatize
Draw
Entertain
Establish
Execute
Exhibit

Explore
Fashion
Forge
Formulate
Found
Illustrate
Imagine
Improvise
Initiate
Institute
Integrate
Introduce
Invent

Market
Model
Modernize
Modify
Originate
Perform
Photograph
Pilot
Pioneer
Plan
Present
Produce
Recommend

Redesign
Rehearse
Remodel
Renovate
Replace
Revise
Revitalize
Shape
Sketch
Spearhead
Transform

ORGANIZATIONAL

Approve
Arrange
Categorize
Classify
Code
Collaborate
Collect
Compile
Conserve
Consolidate
Correct
Diagram

Distribute
Enlist
Execute
Expedite
Extract
Generate
Identify
Implement
Incorporate
Inspect
Integrate
Join

Log
Maintain
Monitor
Obtain
Operate
Organize
Prepare
Prioritize
Process
Purchase
Record
Reshape

Reorganize
Respond
Retrieve
Revamp
Review
Revise
Schedule
Screen
Set up
Shape
Specialize
Specify

Streamline
Substitute
Standardize
Systematize
Tabulate
Target
Update
Validate

TECHNICAL

Activate
Adapt
Apply
Appraise
Assemble
Begin
Build
Calculate
Compute
Configure
Conserve
Consolidate

Construct
Contrive
Convert
Coordinate
Create
Define
Deliver
Design
Detect
Determine
Develop
Devise

Display
Engineer
Exhibit
Fabricate
Formulate
Fortify
Implement
Install
Integrate
Maintain
Navigate
Operate

Overhaul
Participate
Program
Reconfigure
Rehabilitate
Remodel
Repair
Rectify
Regulate
Resolve
Retrieve
Screen

Service
Solve
Streamline
Supply
Survey
Train
Troubleshoot



Letter of Application

First impressions **START** here.....

What Impression are you leaving behind?

What is a Letter of Application?

A letter of application is a primary tool for **marketing** your skills, abilities, and experiences to employers. It usually accompanies your resume and provides more details regarding your experience as they relate to the job to which you are applying.

When do I use a Letter of Application?

Use this letter **any time** you are sending a school district your resume. Your content will vary based on the purpose of the letter. It may be for networking purposes, inquiring about a job posting, or expressing interest in working for that school. Here are some specific rules that you should always follow.

School Districts Speak Out!

How can a candidate make him or herself stand out in their cover letter?

- “As with the resume address the specific school/system and the position. Show that you have been interested enough to do some checking. This means more than just saying you've heard some wonderful things about our school/system.”
- “Be sure the letter is personalized, not a form letter; focus on what you can bring to the school/system; discuss future educational plans; exhibit confidence and highlight why you want to work in the school/system.”
- “By submitting a letter that is free of errors and one that also demonstrates the applicant's passion for education.”
- “I like cover letters that are straight forward. "I am seeking a position in XXX field, I have this certification and/or background and expertise and list what else they can bring to the school." Those are the ones that catch my eye.”
- “Keep cover letter brief and friendly; why candidate choose teaching; what candidate is currently doing, years of experience. This is the selling piece and is an opportunity for the candidate to sell themselves to the hiring manager.”
- “Outline only the **great** experience.”



Letter of Application

LETTER OF APPLICATION FORMATTING

Your Street Address
City, State, Zip

Month, Day, Year

Mr./Ms./Dr. Name
Title
Name of Company/Organization
Company's Street Address
City, State, Zip

Dear Mr./Ms./Dr.:

Paragraph 1: The opening paragraph introduces you to the employer. Tell them the position you are applying for, how you learned about the position (networking opportunity), and why you are the best candidate for the job, based on the qualifications mentioned in the job listing. List your degree, major and graduation date. Also, mention your certification and any clubs and/or sports you would like to sponsor/coach.

Paragraph 2(and 3): The middle paragraph(s) establishes why you are the strongest candidate for this position through discussion of your skills and experiences. Include examples of when you have used three to five of your strongest qualifications, explaining how those experiences relate to the needs of the school. Also, mention any specialized training you have received and also why you are interested in this specific school district.

Paragraph 3: Restate your interest in the specific teaching position at their school district. Point out your contact information if they choose to contact you. Let them know how you intend to follow up and that you look forward to hearing from them in the near future. Always remember to thank him or her in advance.

Sincerely,

(your handwritten signature)

Your Name typed



Principal Correspondence

Letter of Application to the Principal

When do I send a letter of application to the principal?

After sending your application materials to the school district, send a brief introduction of yourself, as well as your attached resume, to the principal of the school in which you are interested in teaching.

Principal Correspondence Example

Your present Address
City, State Zip Code
Phone Number
Date



If emailed, your contact information should follow your name at the end of the note.

MS. Julie Bond
Title
School
Street Address
City, State Zip Code

Ms. Bond,

I am writing to make you aware of my interest in teaching at (School Name) next year. I have already sent my application materials to the school district main office. (Optional-you may wish to give 3-5 reasons why you feel qualified to be considered.) A copy of my personal resume is enclosed for your review. Should a position become available at (School Name) I would greatly appreciate your consideration.

Sincerely,

(handwritten signature if necessary)

Name

Enclosure



Thank You Note

Thank you notes

Thank-you notes are essential part of maintaining strong relationships. Always send them within 24-48 hours of the meeting/interview. As far as it being handwritten or typed, there is no consensus as to what is right or wrong. You should do whatever you are most comfortable with. If you do use a handwritten note, make sure that it is simple and professional and that your handwriting is neat and legible.

Thank You Note Example

Dear Mr. Able,

Thank you for taking the time to discuss the Science teacher position in the Cobb County School district with me. After meeting with you and learning more about the school district's goals and expectations, I am further convinced that my background and skills coincide well with the position.

In addition to my qualifications and experience, I will bring excellent work habits and judgment to this position. With the countless demands on your time, I am sure that you require people who can be trusted to carry out their responsibilities with minimal supervision, while maintaining control of their classroom.

I look forward to hearing from you concerning your decision. Again, thank you for your time and consideration.

Sincerely,

John Teach

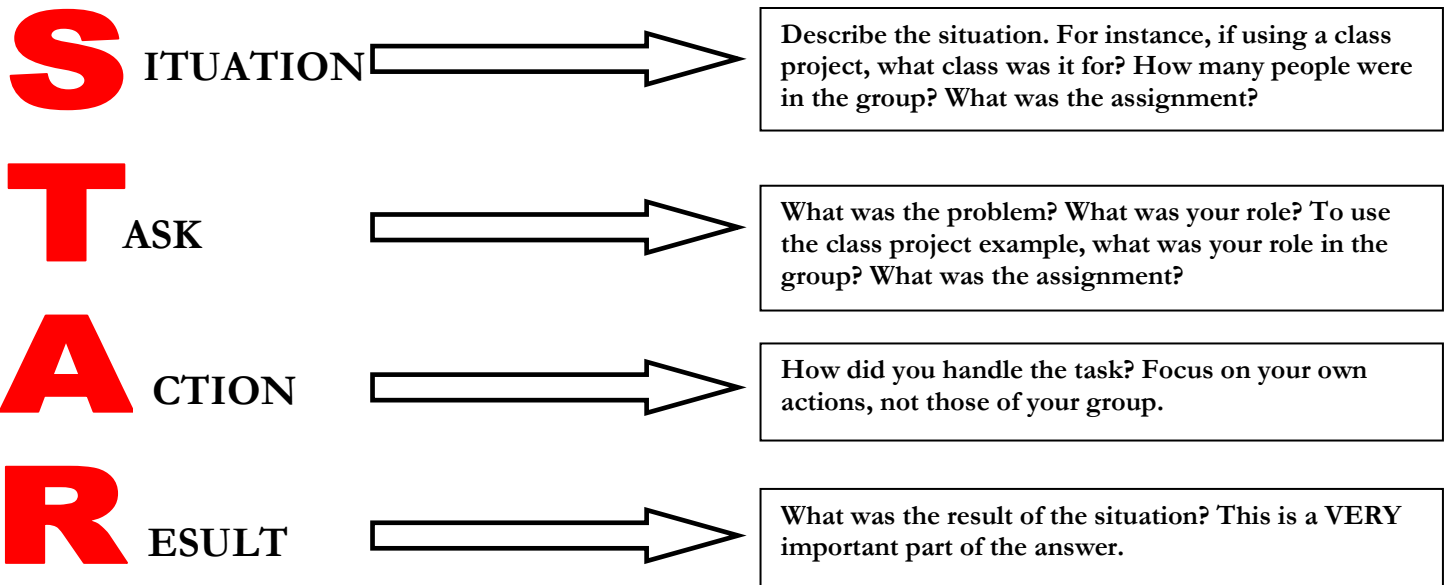
INTERVIEWING TIPS

❖ Do YOUR Homework:

- Know Yourself
- Know the School District
- Know the FIT

❖ Utilize the STAR Technique.

The STAR technique is used when answering behavioral questions during an interview. The key is to prove your skills and abilities using previous experiences. The school administrator is hoping to predict your future behavior in their school through situation-based question. These questions typically start with “Tell me about a time when...”.



TOP 10 TIPS

- o Research the company, the position, and the industry.
- o Arrive 10-15 minutes early!
- o Dress for success.
- o Bring extra copies of your resume and references.
- o Have a firm handshake and display confidence.
- o Use body language to show interest.
- o Listen!
- o Ask about the next steps in the interview process.
- o Thank the interviewer(s) and follow up with a Thank You note.
- o Have questions prepared ahead of time and written in your portfolio.

INTERVIEW QUESTIONS- General

1. Tell me about yourself.
2. What are your greatest strengths/weaknesses?
3. Why did you decide to go to The University of Georgia?
4. What other colleges/universities did you apply to? Accepted?
5. You chose your major for what reasons? (Name 3)
6. Do your grades properly reflect your academic capabilities? If no, why not?
7. Now that you have graduated, is there anything you would have changed about your college years?
8. Tell me about a time you successfully led a group or team.
9. Tell me about a time when you went above and beyond the call of duty.
10. Name a stressful situation in your life and how you handled it.
11. Tell me about a tough decision you made. What steps, thought processes, and considerations did you take to make that decision?
12. Define success.
13. How have you worked to be the successful person you are today?
14. What motivates you?
15. How do you handle disappointment?
16. Do you plan to further your education?
17. If all goes as planned, what will you be doing in 3 years? 7 years?
18. What 3 adjectives best describe you?

School Districts Speak Out!

What is the biggest no-no in an interview?

- “apathy, lack of flexibility”
- “Not being professional in every way - dress, manner, presentation, knowledge.”
- “Not dressing appropriately, looking around for others in the room while an interviewer is talking to them, and having a sloppy copy of their resume. You are looking for the small things knowing that if they take care of the small things, they will take care of the larger issues they will face on the job.”
- “Poor dress or language skills”
- “To show up late and/or unprepared”



INTERVIEW QUESTIONS- For Teachers

- Why do you want to teach?
- What can you contribute to our school?
- Why do you think you will be a successful teacher?
- What are the qualities of an excellent teacher? Which of these qualities do you have?
- Describe your student teaching experience. What was your biggest problem? How did you resolve it?
- Describe your ideal classroom.
- What do you believe your role and obligations to be toward other faculty?
- What techniques do you use in developing rapport with students?
- What procedures work best for you in maintaining discipline?
- How would you describe a successful Principal?
- How do you handle curricular content in classes with many levels of ability?
- How would you individualize instruction in your classroom?
- Describe the role of the teacher in the learning process.
- What do you consider to be an ideal learning environment?
- How do you feel about team teaching?
- Why did you choose your particular area of preparation?
- What is the role of the school system in today's society?
- What grade level do you feel most competent teaching? Why?
- What out-of-school experiences have you had working with children?
- What would you do if....? (hypothetical situations in the classroom)

Questions YOU Should Ask

- Description of school district as per staff size, enrollment, etc.
- Professional growth requirements in the district, i.e., continuing education hours.
- Explain the Student Support Team process. How are student-referrals handled?
- How will I be evaluated?
- How are parental contacts handled?
- How active is the P.T.O.? What does P.T.O. spend money on? How do teachers handle needs from P.T.O.? Does P.T.O. have a major project each year?
- What extra duties are expected of teachers (i.e., bus duty, car duty, lunch duty, etc.)? What is the rotation for these duties?
- Are there any new "programs" (school-wide or grade-level) that are new or unique to the school? How long have they been in place? Are any being looked at as future possibilities?
- When will a decision be reached, and will I be notified?

Portfolios/Social Media in the Job Search

Why should I use a portfolio?

A portfolio offers a very tangible perspective into your skills and abilities. A great way to get attention during an interview is by using an online portfolio program or using a hardcopy of your work to demonstrate your **UNIQUE** qualities and experience!

The College of Education uses **Foliotek**, a portfolio platform used academically, but it can also be showcased in the job search using a personal URL. For a list of additional platforms, visit

http://career.uga.edu/resumes/portfolio_resources.

❖ Topics might include:

- | | | |
|---------------------------|-------------------|------------------|
| • Table of Contents | • Lesson plans | • Memberships |
| • Resume | • Student Work | • Conferences |
| • Philosophy of Education | • Worksheets | • Presentations |
| • Pictures | • Sample Tests | • Awards |
| • Unit plans | • Leadership | • Certifications |
| | • Technology used | • References |

❖ When do I use a portfolio?

Bring a *hard copy* to the interview and/or provide the *online URL* in the resume heading.

Using Social Media in the Job Search



LinkedIn

LinkedIn is one of the fastest-growing and most effective platforms for professional networking and job searching online. Designed to help you increase your visibility and build a professional brand, LinkedIn also offers resources that can help you cultivate a network, research career paths, apply for jobs and learn more about specific companies. See the attached **LinkedIn Checklist** to get started on your profile.



Facebook

While many people primarily use Facebook to stay connected with family and friends, it can also be used to explore careers, network professionally, and aid in your job search. Regardless of whether or not you plan to use Facebook for professional purposes, your profile should still be an accurate and appropriate representation of who you are.



Twitter

The purpose of Twitter is to share pictures, links and information in 140 characters or less. It is an excellent way for you to get connected with people, including those hard to find employers who don't like to publish their email addresses. Depending on who you follow, it can help you discover new information and build connections. Even if you do not want to tweet, you can use Twitter to listen and stay informed. It is used by many individuals to stay abreast of what is going on in their industry.



Pinterest

Pinterest is a pinboard-style photo sharing website that allows users to create and manage topic based image collections. Pinterest provides visual displays of information and inspiration of work in your field. You are able to browse pinboards created by other people or businesses as they are able to view your public pinboards. Pinterest can be used for personal and/or professional use.

LinkedIn Profile Checklist



Upload a professional headshot. It's important that your headshot be as professional as possible. Check out your university's card services office or go to your local pharmacy for a passport photo appointment. No matter how you obtain your headshot, this is NOT Facebook. Keep it simple and professional.

Your Name

Professional Headline

The headline is very similar to the objective statement on your resume. Consider the purpose of your LinkedIn account and what you want them to know immediately about you. Are you seeking an internship or a job in a specific field? Are you currently a professional seeking to connect with professionals in your field? Let others know how you are using LinkedIn through a concise, professional headline.

Improve your profile

Edit

221
connections

ACTIVITY

Status updates are a great way to share your recent professional activities with others. Try to update your LinkedIn status at least once a week with new developments in your career, interesting articles, or events that you think others may find relevant. Remember to keep the content career-related and to communicate professionally!



SUMMARY

The summary is very similar to the "Tell me about yourself." question in an interview. What are the key highlights of your experience or academic achievements while in school? Always consider the purpose of your LinkedIn account and make sure that your summary communicates that purpose.



EXPERIENCE

Upload your resume to fill out this section, but make sure you have your resume critiqued prior to uploading. Provide detailed information about your past work, internship, and shadowing experiences as they relate to your job search. Let typeahead find your company, so you can connect with past colleagues.



PROJECTS

List relevant class projects that highlight how you have applied knowledge and concepts from your classes. Don't forget to mention your accomplishments and skills development.



SKILLS & EXPERTISE

List the top skills and expertise areas that you have to offer, especially those that employers in your industry are seeking. Ask those on LinkedIn who know you well to endorse your skills. Your skills and expertise section should provide a clear picture of what transferable skills you have that you can now bring into a new position or company.



EDUCATION

List the undergraduate and graduate institutions you are attending or have attended. Make sure you list and spell the name of the degree you are pursuing or have obtained. List your campus involvement in the **Activities and Societies** section. Don't forget to highlight leadership positions. The description section can be used to highlight your study abroad experience, thesis, or dissertation.



COURSES

You may list courses that are relevant to your career objective. Consider listing 5-7 courses. Simply list the name of the course. The course number and course affiliation are not as significant.



ORGANIZATIONS

Showcase your membership and affiliation with organizations. You can also highlight relevant national/regional/state conferences that you had attended.



HONORS & AWARDS

Highlight significant awards that you have obtained while attending college. It is optional for you to include occupation which basically means indicating the position you held while obtaining the degree. The issuer and date sections are also optional. For awards and honors that may not be obvious to your reader, you may include a brief description about it.



LANGUAGES

List your level of competency with reading, writing, and speaking the language.



PUBLICATIONS

Provide the reference to any publications that you have achieved. If you have a link to the publication you can include that in this section as well.



CERTIFICATIONS

If you have earned a certificate through a certificate program, you may include it in this section. Examples include Music Business Certificate, New Media Certificate, Certificate in Personal and Organizational Leadership. If you have earned a certification or licensure related to your career interests, you may include them as well (i.e. accounting, counseling, real estate).



TEST SCORES

Typically, test scores are confidential information that you will not want to share on your profile. If you had exceptionally high test scores (MAT, GRE, GMAT, etc.) then you could consider including them.



VOLUNTEER EXPERIENCE & CAUSES

Include any volunteer (non-paid) and community service experience that you have. For current job seekers, especially, volunteering is a great way to productively spend your time while searching for a job. Volunteer experience is also important for those interested in non-profit work.



PATENTS

If you would like to showcase your “intellectual property”, make sure to add this section to your LinkedIn profile.



ADDITIONAL INFO

It's up to you how much you share in this section, just try to ask yourself if the information you put down will contribute to your professional brand or somehow benefit your networking efforts.

Interests: Like to play golf? Perhaps someone who connects with you will want to set up a game! Think about items for this section that could be conversation starters.

Personal Details: It may be a good idea to leave this section blank. Details such as age, marital status, etc. should not be relevant to the hiring process, and in fact many recruiters would prefer this information to be left out.

Advice for Contacting Me: Be sure to share here if there are any special instructions for connecting (i.e. “Please email me at hairydawg@uga.edu if you would like more information about my qualifications!”).

GROUPS

Join groups that are related to your career interests. Need help finding groups? Check out the Groups You May Like link under the Groups tab. Review the groups that professionals in your field of interest have joined and consider joining them as well. As a student, you can join the University of Georgia Alumni Association group and connect with fellow Bulldawgs.

Communicating on LinkedIn

There are two things to remember when communicating on LinkedIn. First, be professional. Make sure that you use proper grammar and punctuation, and that your language and choice of topics is appropriate for a professional forum. Second, try to customize any messages you send. Share with the person details about how you are connected and why you are reaching out to them. Making your network personal will yield much better results than a generic invitation!

FY 2012		STATE SALARY SCHEDULE						Folder Name: FY 12 INITIAL BASE			
GEORGIA ANNUAL/MONTHLY SALARY SCHEDULE FOR 10 MONTHS EMPLOYMENT								BASE EQUALS \$33,424.00		SCHOOL YEAR 2011 - 2012	
Years of Creditable Service	Salary Step	LEVEL OF CERTIFICATION									
		T-1	T-2	PROV BT-4	PROF T-4	PROV BT-5	PROF T-5	PROV BT-6	PROF T-6	PROV BT-7	PROF T-7
		\$31,586.00 94.50% OF T - 4	\$32,505.00 97.25% OF T - 4	\$31,586.00 94.50% OF T - 4	\$33,424.00 100.00% N/A	\$35,597.00 106.50% OF T - 4	\$38,438.00 115.00% OF T - 4	\$40,936.00 106.50% OF T - 5	\$43,435.00 113.00% OF T - 5	\$46,258.00 106.50% OF T - 6	\$48,213.00 111.00% OF T - 6
0,1,2	E	\$31,586.00	\$32,505.00	\$31,586.00	\$33,424.00	\$35,597.00	\$38,438.00	\$40,936.00	\$43,435.00	\$46,258.00	\$48,213.00
		\$2,632.17	\$2,708.75	\$2,632.17	\$2,785.33	\$2,966.42	\$3,203.17	\$3,411.33	\$3,619.58	\$3,854.83	\$4,017.75
3	1	\$32,534.00	\$33,480.00	\$31,586.00	\$34,427.00	\$36,665.00	\$39,591.00	\$42,164.00	\$44,738.00	\$47,646.00	\$49,659.00
		\$2,711.17	\$2,790.00	\$2,632.17	\$2,868.92	\$3,055.42	\$3,299.25	\$3,513.67	\$3,728.17	\$3,970.50	\$4,138.25
4	2	\$33,510.00	\$34,484.00	\$31,586.00	\$35,460.00	\$37,765.00	\$40,779.00	\$43,429.00	\$46,080.00	\$49,075.00	\$51,149.00
		\$2,792.50	\$2,873.67	\$2,632.17	\$2,955.00	\$3,147.08	\$3,398.25	\$3,619.08	\$3,840.00	\$4,089.58	\$4,262.42
5	3	\$34,515.00	\$35,519.00	\$31,586.00	\$36,524.00	\$38,898.00	\$42,002.00	\$44,732.00	\$47,462.00	\$50,547.00	\$52,683.00
		\$2,876.25	\$2,959.92	\$2,632.17	\$3,043.67	\$3,241.50	\$3,500.17	\$3,727.67	\$3,955.17	\$4,212.25	\$4,390.25
6	4	\$35,550.00	\$36,585.00	\$31,586.00	\$37,985.00	\$40,454.00	\$43,682.00	\$46,521.00	\$49,360.00	\$52,569.00	\$54,790.00
		\$2,962.50	\$3,048.75	\$2,632.17	\$3,165.42	\$3,371.17	\$3,640.17	\$3,876.75	\$4,113.33	\$4,380.75	\$4,565.83
7	5	\$36,617.00	\$37,683.00	\$31,586.00	\$39,125.00	\$41,668.00	\$44,992.00	\$47,917.00	\$50,841.00	\$54,146.00	\$56,434.00
		\$3,051.42	\$3,140.25	\$2,632.17	\$3,260.42	\$3,472.33	\$3,749.33	\$3,993.08	\$4,236.75	\$4,512.17	\$4,702.83
8	6	\$37,716.00	\$38,813.00	\$31,586.00	\$40,886.00	\$43,543.00	\$47,017.00	\$50,073.00	\$53,129.00	\$56,583.00	\$58,974.00
		\$3,143.00	\$3,234.42	\$2,632.17	\$3,407.17	\$3,628.58	\$3,918.08	\$4,172.75	\$4,427.42	\$4,715.25	\$4,914.50
9,10	7	\$38,847.00	\$39,977.00	\$31,586.00	\$42,113.00	\$44,849.00	\$48,428.00	\$51,575.00	\$54,723.00	\$58,280.00	\$60,743.00
		\$3,237.25	\$3,331.42	\$2,632.17	\$3,509.42	\$3,737.42	\$4,035.67	\$4,297.92	\$4,560.25	\$4,856.67	\$5,061.92
11,12	L1	\$40,012.00	\$41,176.00	\$31,586.00	\$43,376.00	\$46,194.00	\$49,881.00	\$53,122.00	\$56,365.00	\$60,028.00	\$62,565.00
		\$3,334.33	\$3,431.33	\$2,632.17	\$3,614.67	\$3,849.50	\$4,156.75	\$4,426.83	\$4,697.08	\$5,002.33	\$5,213.75
13,14	L2	\$41,212.00	\$42,411.00	\$31,586.00	\$44,677.00	\$47,580.00	\$51,377.00	\$54,716.00	\$58,056.00	\$61,829.00	\$64,442.00
		\$3,434.33	\$3,534.25	\$2,632.17	\$3,723.08	\$3,965.00	\$4,281.42	\$4,559.67	\$4,838.00	\$5,152.42	\$5,370.17
15,16	L3	\$42,448.00	\$43,683.00	\$31,586.00	\$46,017.00	\$49,007.00	\$52,918.00	\$56,357.00	\$59,798.00	\$63,684.00	\$66,375.00
		\$3,537.33	\$3,640.25	\$2,632.17	\$3,834.75	\$4,083.92	\$4,409.83	\$4,696.42	\$4,983.17	\$5,307.00	\$5,531.25
17,18	L4	\$43,721.00	\$44,993.00	\$31,586.00	\$47,398.00	\$50,477.00	\$54,506.00	\$58,048.00	\$61,592.00	\$65,595.00	\$68,366.00
		\$3,643.42	\$3,749.42	\$2,632.17	\$3,949.83	\$4,206.42	\$4,542.17	\$4,837.33	\$5,132.67	\$5,466.25	\$5,697.17
19,20	L5	\$45,033.00	\$46,343.00	\$31,586.00	\$48,820.00	\$51,991.00	\$56,141.00	\$59,789.00	\$63,440.00	\$67,563.00	\$70,417.00
		\$3,752.75	\$3,861.92	\$2,632.17	\$4,068.33	\$4,332.58	\$4,678.42	\$4,982.42	\$5,286.67	\$5,630.25	\$5,868.08
21+	L6	\$46,384.00	\$47,733.00	\$31,586.00	\$50,285.00	\$53,551.00	\$57,825.00	\$61,583.00	\$65,343.00	\$69,590.00	\$72,530.00
		\$3,865.33	\$3,977.75	\$2,632.17	\$4,190.42	\$4,462.58	\$4,818.75	\$5,131.92	\$5,445.25	\$5,799.17	\$6,044.17

Certification and Alternative Certification

TRADITIONAL ROUTES TO CERTIFICATION

1. Earn Degree & Certificate

Enroll in a state-approved educator preparation program for the degree and certificate field you desire. Complete all program requirements, earn degree and obtain recommendation form from the college. Appropriate content assessment must be completed prior to receiving a certificate.



2. Earn Certificate Only (No New Degree)

You must have a minimum of a bachelor's degree. Enroll and fulfill requirements in a state-approved college program for *certificate only* (commonly called a post-bac program). Appropriate GACE content assessment must be complete prior to receiving a certificate.



ALTERNATIVE ROUTES TO CERTIFICATION

1. **Non-Renewable Non-Professional**

Under specific situations below, candidates holding a GaPSC-accepted accredited college degree with a current job offer may, at the request of the employing school system, obtain a Non-Renewable Non-Professional certificate. Additional requirements (course work, pedagogy, and assessments) will be identified on the certificate and must be completed within the validity period of the certificate. An application for certification must come from an employing school system.

- ❖ **Requirements:** Meet one of the GACE® Basic Skills Assessment exemptions or pass the Georgia required Basic Skills Assessment (GACE® Basic Skills) and pass all parts of the Georgia required Subject Content Assessment (GACE®).

2. **Georgia Teacher Alternative Preparation Program (TAPP)-** <http://bit.ly/129BB8v>

For individuals, usually “career switchers,” who hold a PSC-accepted college degree but did not complete teacher education requirements. Eligible candidates are accepted into TAPP with employment at a participating school. Complete a *two-year* internship/induction period and Special GA Requirements. Application for certificate must come from employing school system.

3. **Teach for America/Georgia Teaching Fellows**

Teach for America corps members and Georgia Teaching Fellows without undergraduate teaching degrees are eligible to obtain state-issued teaching certificates, licenses, or permits through alternative teacher certification routes. For more information, you can visit: <http://bit.ly/R0xrw9> & <http://bit.ly/11MLj1H>

- ❖ Visit Georgia’s Professional Standards Commission- <http://www.gapsc.com/>

OR

- ❖ Contact **Kate Character** (706-542-1717) at the College of Education’s Student Services