



RÉSUMÉ DESIGN: *FUNDAMENTAL* *QUESTIONS*

Prepared by Tony Cox

Pacific University College of Education

MAT Seminar

January 27, 2015



Agenda

- “Warm-up”/Introductions
- Chart Your Questions
- Powerpoint Presentation & Discussion
- Review Question Chart
- Use a Resume Rating Checklist
- Action Word list



What's the purpose of your résumé?

- to **make an employer want to learn more** about you
- to meet the needs of the people who do the hiring, **(aka Principals)**
- What do they want to hear?
- What problem do they have that you can solve?

How long should it last?

- *A résumé has a useful life of no more than **six months**.*
- *An old résumé is a liability.*





How do I start?

- A school district's representatives will quickly know if you have researched the organization by your résumé.
- Researching an organization positively displays **your interest and enthusiasm.**
- ***All people you encounter are potential network contacts.***

What style is best?

- A **chronological** résumé lists most current work experience first. This is the **most commonly used** style, and it works very well for new graduates.
- Use “sans serif” fonts, minimum 11 point
- Keep the format consistent
- Use “**white space**” effectively





Does size matter?

- Many employers feel that they can find a qualified candidate who has designed a good **one-page** (front & back) résumé.
- Two pages is a **maximum**.
- If it isn't read, it isn't effective!
- **Delete repeats.**

WHAT ABOUT REFERENCES?

- **List all** contact information in the résumé.
- Prior to listing references, **always ask** if they will be able to strongly recommend you for employment.
- **Keep your references notified** of interviews you schedule.





Ask *each* reference at least three questions:

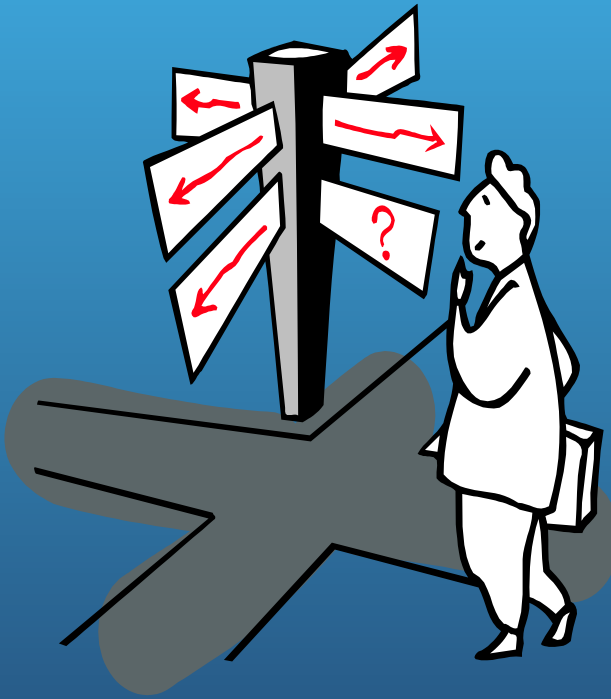
- “Can you speak with enthusiasm about positive aspects of my capabilities?”
- “Is it ok if you are called at work and/or at home?”
- “May I include your contact information in my résumé?”

What questions will be asked of my references?



- Working relationship to candidate
- Given the opportunity, would you hire this person?
If no, why not?
- Do you know of any reason this person should not work directly with children?
- What is a professional goal you would recommend for this candidate?

Should I include a statement of objective?



- **Not recommended**
- Use instead a statement of your most **important, interesting, measurable skills.**
- Avoid being exclusionary about your job preferences.

List references in a
separate section.



- *Inconveniencing a potential employer, even a little, is bad!*

What about my license?

- **Be clear** about “in-process” endorsements, and (expected) date received. Include a copy of your certificate.
- **Find out requirements** of other states before you apply.
- Appropriate licensure/endorsement especially important.

What about personal info?

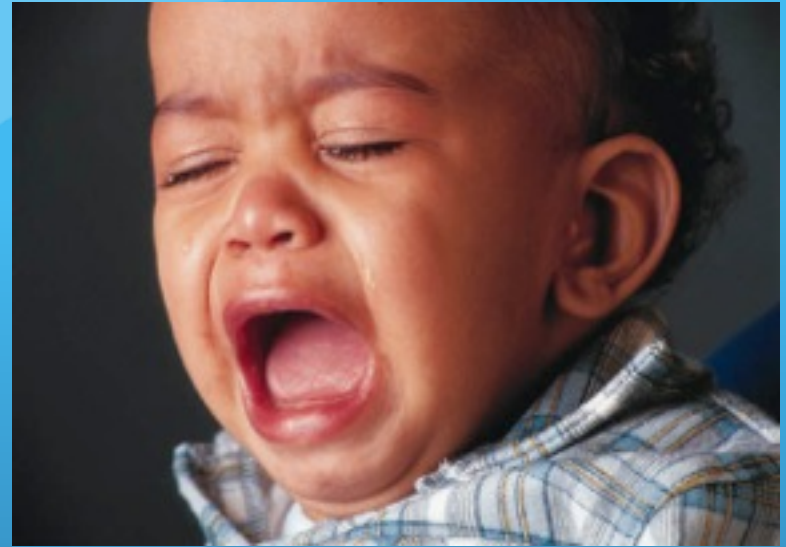
- **Addresses:** **Up-to-date!** One invalid postal, email, or web address is one too many!
- **Phone:** **with a short and clear message** if you are unable to answer. **Don't** list a work phone unless you are actually available there most of the workday.
- **Don't include:**
age, marital status, religion, weight, height, race



Will potential employers “Google” or “Facebook” me?

- *Assume the answer is, “Yes!”*
- *“Google” yourself first!*
- *“Clean up” and “age up”*
- *Use social media as a professional portfolio, e.g. LinkedIn*





There is no more certain way to **destroy** a job opportunity than to fail to respond to an employer's inquiry.

MAKE YOUR RÉSUMÉ SING your unique story!



- Specific skills and interests
- Specialized training
- Experiences, **accomplishments**, and challenges
- **Share your passion** for teaching!
- *Challenge:* answer questions in “**My Unique Qualities**”

Fresh advice! Collected from Hillsboro Administrators this week!

- **Share your interests**, and how you'll support the school community beyond the classroom.
- **Simple is better**—I just want a quick snapshot.
- If you don't **list your principal as a reference**, I typically disregard the application.
- **Experience with children** in other settings matters, like church, sports, or child care.



*Employers are looking for a reason
to throw yours in the trash!*



COMMON RÉSUMÉ PROBLEMS

Common problems

- ***grammar and/or spelling errors***
- *invalid contact information*
- *frou-frou*
- *stale/out-dated*
- *missing Employment/Education Information*
- *résumés composed by a professional service*



Common problems, page 2

- *general responsibilities performed by all teachers*
- *buzz words/jargon/abbreviations*
- *too wordy*
- *fuzzy reference information*
- *“truth stretchers” & hyperbole*



SAMPLE RÉSUMÉS



*From
MAT graduates*

Education

Master of Arts in Teaching, Pacific University, Forest Grove, OR GPA 4.0 Anticipated May 2014

B.S. Bio-Agricultural Sciences, Arizona State University, Tempe, AZ (*no period needed after this type of abbreviation*)
May 1982

Licensure

License: Initial Teaching 1 (Highly Qualified)

Authorization: Early Childhood and Elementary

Student Teaching Experience

Banks Elementary School, Banks, OR Jan-June 2014

Created and taught a ten-lesson poetry unit, *integrated with language arts, science, technology, and expressive arts*, with a focus on the craft of writing poetry, to 24 second grade students. This class included 4 English Language Learners, 2 special education students, 1 student receiving assistance for speech, and 6 students receiving Title 1 reading assistance. ~~This poetry unit was integrated with language arts, science, technology, and expressive arts.~~

~~Will create and teach *Planning* an integrated, eight lesson electricity unit for 29 sixth grade students. This group includes 5 *special education and 3 speech and language* students, pulled out for special education, and 3 students pulled out for speech.~~

LMV School, Kathmandu, Nepal, a project of Hands in Outreach, Boston, MA April 2014

Will create and teach an electricity unit to fifth through seventh graders. All students will be English Language Learners. Will train local Nepalese teachers in individualized reading assessments. ~~DIBELS testing of students. *I suggest you not use the term DIBELS, as some Districts have moved away from this test.*~~ Plan to keep in touch with U.S. students through a blog.

Community Leadership

Valley Catholic Middle School Regional Science Fair, Beaverton, OR March 2014

Judged *physics and chemistry categories* for the annual *event* regional science fair, for the categories of physics and chemistry.

Banks Elementary School Sept–Nov 2014

Volunteer in the Structured Learning Center, a self-contained classroom for (*how many?*) moderately to severely disabled students. I learned how to redirect students to the desired task, use direct instruction and visual schedules, and to allow time for students to process instructions.

Banks Elementary School Jan–May 2013

MALLORY C---

7727 NE --- Hillsboro, OR 97---
~~PHONE~~ phone: 503---- * ~~E-MAIL~~ email: malc--@live.com
~~TEACHING WEBSITE~~ website: http://mal--.wix.com

OBJECTIVE:

Seeking an elementary teaching position that will utilize my strong dedication to children's emotional development and to their educational needs. *I would omit this section, unless you can come up with wording that really sets you apart from all other candidates.*

LICENSURE:

Initial I Teaching, Multiple Subjects Self Contained, Early Childhood & Elementary
Expected June 2014

EDUCATION:

PACIFIC UNIVERSITY:
Expected Graduation May 2014
GPA: 4.0
Masters of Arts in Teaching
Early Childhood Education &
Elementary Education

OREGON STATE UNIVERSITY:
Graduated June 2009
GPA: 3.4
Bachelor of Science: Human Development
& Family Sciences
Minor: Sociology

EDUCATIONAL EXPERIENCE:

Student Teaching-Kinnaman Elementary, Beaverton School District **Sept. 2014-Present**

- Active in Teach for Beaverton Student Program Teaching **Program** - 2nd and 4th grade*
- Strived for proficiency in 5D+ Teacher Evaluation goal: Students Engagement*
- Instructed 56 diverse learners that included *including* sixteen second language learners ~~students~~ for whom English is a second language, four students who receive special education services, six who are identified as talented and gifted, and one student who is diagnosed with Attention Deficit Hyperactivity ~~ADHD~~ and a sensory disorders *(I took out most of the capitals)*
- Developed and implemented an inquiry-based mathematical unit on fractions and decimals
- ~~Evaluated proficiency level of students with respect to the established learning goals~~
- Established objectives and learning goals, and evaluated student proficiency levels that are consistent with the Beaverton School District's long-term goals and Common Core State Standards

(I moved this up above your volunteer activities)

Teacher Counselor, Christie School **May 2009-March 2011**

- Maintained a safe, healthy and therapeutic environment for adolescents age 5-17 who suffered from abuse and neglect, developmental and learning delays, Attention Deficit Hyperactivity Disorder, Autism, substance abuse, behavioral and mental health challenges
- Prepared documentation of the activities concerning individual client cases
- Collaborated with counselors, parents and caseworkers in regards to client treatment plans
- Organized and led activities, provided counseling, assisted with daily living tasks, and implemented positive behavior support plan as directed by the treatment team

A---, Eric J.

PO BOX 1--

Forest Grove, OR 97116

E-mail: EricJ---@gmail.com

Phone: 503-----

EDUCATION

MAT: Early Childhood/Elementary, ***Pacific University - Oregon***

(Expected Graduation date: May 2012)

BS: Social Science, Portland State University (2011)

High School: Woodrow Wilson High School (2006)

EXPERIENCE

**Student Teacher – Alameda Elementary School, Portland, OR and
Early Learning Community, Forest Grove, OR 2011-Present**

Created and implemented a unit of learning (*on what topic?*) for students in classroom, including lesson plans and assessments. Take over teaching duties in day to day activities of the classroom. Developed *positive* relationships with and kept keep open communication with parents.

Program Leader – NW Regional Outdoor Science School 2010-2011

Mentored, assessed, and led a team of (*how many?*) high school volunteers in student leader roles. Trained and evaluated volunteers weekly.

Taught outdoor science curriculum to (*how many?*) sixth grade students in _____ sessions.

Camp/Overnight Counselor – Oregon Zoo 2007-2011

Created an educational and fun experience for *students aged* ___ - ___ kids of various ages focusing on thematic interpretation and conservation.

Lead zoo tours on grounds and behind the scenes to educate groups on the zoo's goals and methods for animal care and conservation efforts.

Taught (*how many?*) elementary students in classrooms and on *location - grounds environment*.

Student Leader/Special Needs Volunteer – Multnomah ESD Outdoor School 2004-2009

Taught and lead (*how many?*) 6th grade students through outdoor school within cabin and field study groups. Worked one on one with students with various special needs and gave them successful and fulfilling experiences.

Stacy A---

45945 NW H--- Rd. • Banks, OR 97---

Phone: 503----- • E-Mail: ---@gmail.com

Cultural Experience

Camp Adventure Counselor, (Name of the base?) United States military base Okinawa, Japan [06/11-08/11]

Spent 10 weeks working on a in Okinawa, Japan. Worked as a camp counselor for children between the ages of 5-12. Responsibilities included creating **Created** camp programming, leading songs and activities, and **planned** small group lessons **for (how many) students, ages 5-12.** planning. Gained experience working with kids as well as experience with a different culture. Earned an appreciation and understanding for others **from a different culture.** whose culture differs.

Teaching Experience

Student Teaching Teacher, Kinnaman Elementary, Beaverton, Oregon [09/12-06/13]

Student taught a classroom of 30 second grade students at a ~~Title one~~ **Title I** school **with** in the Beaverton School District. Of those 30 students 9 did not speak English as their first language, **9 English Language Learners**, 2 students ~~were~~ on behavior plans, and one student ~~was placed on~~ **RTI (spell this out)**. Duties included co-planning curriculum, leading reading groups, working one-on-one with students, and participating in collaborative learning teams. ~~(I lined out the last sentence, as it specifies what I would expect of any student teacher.)~~

Preschool Instructor, Bates Preschool Instructor, Oregon State University [03/11-05/11]

Worked as a preschool instructor at the onsite preschool in Oregon State University. Planned a week of instruction as the lead teacher and ~~one week of instruction as a~~ co-teacher. ~~Also e~~ **Created** daily lessons for a group of 3 students. Administered pre and post assessments on students' patterning ability.

Teacher's Aide, Mountain View Elementary Practicum, ___ School, Corvallis, Oregon [04/10-05/10]

Teacher's aid to a classroom of 25 kindergarten students at a ~~title 1~~ **Title I** school in Corvallis. Provided one-on-one **literacy** support during literacy period. Also participated in **and** sight-word memorization assessments. Supported **Assisted** lead teacher in her daily planning and classroom management.

Job Experience

Director, Stages Performing Arts [03/13- 03/13]

Worked as a director Managed a group of 20 kids ranging in ages from 6-12 years **in the** spring break production of **the children's musical (?) "RATS!"** Responsibilities included educating Educated students on various **all** aspects of the theater, interacting **communicated closely** with parents, ~~and~~

Dance Instructor, Stellar Performance Dance Studio [09/07-09/08]

Worked as a dance instructor managing a group of **Taught** 10 girls ranging in age from **ages** 7-8 for a 2- hour dance class, **___ times weekly.** Worked toward improving **Improved** children's' dance technique and helping them to feel **built student** confidence as dancers and performers. Also ~~e~~ Communicated with **and informed** parents, and

AMY C-----

1--- NE ---th Avenue ■■■ Hillsboro, Oregon 97----

Phone: 503.----.----

c-----@pacificu.edu

Website: <http://fg.ed.pacificu.edu/sweb/c----->

ELEMENTARY EDUCATION TEACHER

■■■

~~Masters-level leader committed to preparing students for academic success while elevating confidence. Creative and enthusiastic educator, utilizing lesson plans that encourage critical thinking skills. Positive advocate, able to identify each child's unique learning style and modify lesson plans accordingly. Mentor to urban and suburban student populations, including with direct experience with autism, various developmental and learning delays, Attention-Deficit Hyperactivity Disorder (ADHD), severely emotionally disturbed, and English as Second Language (ESL) students. I lined out the first sentence, as it describes what I would expect of any new teacher. Your last sentence is the most compelling.~~

EDUCATION AND CERTIFICATION

Pacific University College of Education, Forest Grove, Oregon

Master of Arts in Teaching (MAT), GPA: 4.0/4.0; anticipated graduation date of May 2009

- ✓ ~~Selected Honor:~~ Authored and awarded \$500 Oregon Technology in Education Network (OTEN) Grant. Invited to present findings at Willamette University, in April 2009.
- ✓ ~~Leadership Roles:~~ Chapter Co-President, K--- D--- P- Honor Society (September 2008 - Present) and Co-President, College of Education Student Council (June 2008 - Present)
- ✓ ~~Key Coursework:~~ Technology Across the Curriculum, Learning Communities

Early Childhood Education & Elementary Education Certification, projected completion May 2009

ESOL/Bilingual Endorsement, projected completion December 2009

- ✓ ~~Practicum:~~ Selected to instruct students in T-----, Mexico, in June of 2009

University of Oregon, Eugene, Oregon

Bachelor of Science in Public Relations, School of Journalism, minor in Communication Studies, 2004

STUDENT TEACHING EXPERIENCE

Forest Grove Community School, Forest Grove, Oregon

2009 - Present

Instruct 21 students, encompassing 1st, 2nd, and 3rd grades. Support ongoing character development, reinforcing desired traits.

- Developed and delivered dynamic, high-impact unit on the forest ecosystem; ~~implemented OTEN grant monies, and guided~~ **implemented** the student-led production of a documentary about forestry
- Created classroom webpage/blog, publishing information and promoting parent involvement.

COMMUNITY LEADERSHIP

(I MOVED THIS SECTION TO THE TOP, BECAUSE I THINK IT'S MOST IMPRESSIVE.)

University of Oregon Alumni Association <i>Current President, Portland Board / Past Chair, Scholarship Committee</i>	2004 – Present
University of Oregon Alumni National Board <i>Constituency Relations Representative – elected by 15 other national chapters</i>	2007 – 2008
Imlay Elementary School <i>Volunteer, 3rd Grade Classroom, Social Studies and Mathematics</i>	2007 – 2008
Open Meadow Alternative School – Project ESTEEM <i>Mentor / Volunteer, High School females, Career and Educational Exploration and Direction</i>	2007 – 2008
MESD Outdoor School Counselor <i>6th Grade Students, Wildlife and Ecosystem Teacher, Recipient of six Counselor Appreciation Awards</i>	1997 – 2000
Los Embajadores <i>Youth Mentor / Volunteer, building cross-cultural understanding during three-week trips to Baja, Mexico</i>	1997 – 2000

COMPUTER SKILLS

Highly skilled in the utilization of PC and MAC platforms, Microsoft Office Suite (Word, Excel, PowerPoint, Access, and Outlook), ~~with~~ *and* advanced Internet navigation for research purposes.

OTHER PROFESSIONAL EXPERIENCE

First Pacific Mortgage, Beaverton, Oregon Loan Officer Originated, closed, and managed loans, working closely with clients to ensure <i>clients' complete</i> satisfaction. Licensed as residential and commercial loan officer in states of Oregon, Washington, and Idaho. <ul style="list-style-type: none">• Eight-time recipient of the "Top Loan Officer" award for superior performance in two branches• Demonstrated exceptional sales ability, Routinely surpassing all set sales targets for book of business. (I lined this phrase out, because I have no idea what a "book of business" means.)	2004 – 2008
AT&T Wireless Services, Eugene, Oregon Communication Specialist Identified products that met the varied needs of clientele, coordinating administrative aspects of sale <ul style="list-style-type: none">• Set personal goals, securing the highest number of new activations five <i>months(?)</i> times in just one year• Maintained knowledge of new products, promotions, pricing plans, and competitive offers	2003 – 2004

EDUCATION

Master of Arts in Teaching. Pacific University, Forest Grove, OR 4.0 GPA Anticipated May 2010
License: **Initial I Teaching (Highly Qualified)**
Authorizations: **Elementary and Early Childhood**
Endorsement: **ESOL (English for Speakers of Other Languages)**

Bachelor of Arts in Anthropology. Willamette University, Salem, OR 3.5 GPA ~~Completed~~—May 2009
Undergraduate Coursework. Pacific University, Forest Grove, OR Aug 2005 – May 2007

Professional Development:

Member ~~ships~~. International Society for Technology in Education
Certifications: CPR and First Aid

TEACHING EXPERIENCE

(I moved this to the top, as your ESOL endorsement puts you in a much more select group of applicants.)

ESOL Practicum. Harvey Clarke Elementary School, Forest Grove, OR Spring 2010

- Taught five fourth grade English language learners with language abilities of beginner and early intermediate ~~for three weeks.~~
- Designed and taught ~~them~~ a unit about money with English language proficiency objectives

Student Teaching. Banks Elementary School, Banks, OR Spring 2010

Student Teaching. Forest Grove Community School, Forest Grove, OR Spring 2010

- Designed and taught an integrated Social Studies, Math and Art unit to 21 second graders and an integrated Social Studies and Science unit to 24 fourth, **fifth, and through** sixth graders
- Collaborated with AmeriCorps representative to coordinate weekly field trips
- Assisted a new student in understanding and adapting to a new school while full-time teaching
- Created and taught a hands-on, interactive mini unit about gravity and craters
- Incorporated project, place, and technology based lessons with integrated and thematic content **(What is a place-based lesson? That's new jargon for me.) Also: I deleted the period in your bulleted items.**

Elementary Classroom Assistant. Highland Elementary School, Salem, OR Fall 2008

Middle School Classroom Assistant. Parrish Middle School, Salem, OR Spring 2008

- ~~Interacted with and observed activities of fourth and fifth graders, P.E. and Social Studies classrooms—~~**The activity expected of any assistant—your next two bullets are much more interesting/specific...**
- Interviewed teachers, students, and administrators regarding their views on bilingual education
- Wrote field notes responding to, critiquing and analyzing my experiences as a middle school assistant

COACHING EXPERIENCE

Varsity Head Basketball Coach. Forest Grove High School, Forest Grove, OR Spring 2010

- Conducted team tryouts and designed and implemented team practice plans for spring league
- Employed effective game management techniques while coaching 12 athletes
- Trained individual athletes three days per week and reflected with them about their individual performances.
- Communicated and met with **Athletic Director** to improve my professional coaching development

Track and Field Assistant Coach. Pacific University, Forest Grove, OR Spring 2010

Cross Country Assistant Coach. Pacific University, Forest Grove, OR Fall 2009

ATHLETICS AND ACTIVITIES

Your record here is outstanding. How about a sentence that describes why you think these experiences will help you be a better teacher?

- Co-President.** College of Education Student Council 2009-2010
- Held meetings monthly to decide on various activities: student professional development, canned food drive
- President.** Mortar Board National Senior Honor Society 2008-2009
- Coordinated activities for 28 members and a council of 4 officers
 - Volunteer and fundraising activities included: Spelling Bee, Gift Wrapping Fundraiser, Welcoming Professors
- Founder and President.** Willamette Men's Volleyball Club 2008-2009
- Recruited 15 students, ~~on campus.~~ scheduled tournaments and games, organized weekly practices, wrote a **successful** budget request for \$1200 and ~~received it~~, and joined the Pacific Interscholastic Volleyball Association (PIVA).
- Varsity Athlete.** Willamette University Cross Country/Track & Field 2007-2008
- Awards and Accomplishments: NCAA All-West Region. NCAA All-Northwest Conference. National Meet Qualifier. Member of Conference and Regional Champion Teams.
- Team Captain & Varsity Athlete.** Pacific University Cross Country/Track & Field 2005-2007
- Awards and Accomplishments: 2006 Individual National Qualifier, 1st team All-West Region, 1st team All-Northwest Conference, Team Captain, Athlete of the Year.
- ~~Other Activities: Willamette Rugby (1 Yr), High School Basketball (3 Varsity Letters), Intramural Basketball (2 Yrs)~~

PROFESSIONAL REFERENCES

Mark Bailey
University Supervisor, Professor
Pacific University College of Education
503-352-1442
baileym@pacificu.edu

Catherine Kim
ESOL Program Supervisor, Professor
Pacific University College of Education
503-956-8588
kim5764@pacificu.edu

Bob Huston
Elementary Principal
Banks Elementary
503-324-2772
bobh@banks.k12.or.us

Vanessa Gray
Principal
Forest Grove Community School
503-359-4600
v.gray@fgcschool.org

Erin Wilson
Supervising Teacher
Banks Elementary
650-906-6149
erinw@banks.k12.or.us

Charlie Graham
Supervising Teacher
Forest Grove Community School
503-679-4444
c.graham@fgschool.org

Christie H---

3--N.E. -- Place
Hillsboro, OR, 97124
503-----

l.@gmail.com

website:<http://fg.ed.pacificu.edu/sweb/>

Profile

I am a lover of children who wishes to instill a life-long love of learning in young people, as I challenge them and create a safe, nurturing, personalized environment in which they can grow. Raising my three children, having multiple struggles with the public school system, I was driven to home-school my children. This went on to convince me that there was a need for what I hoped I could offer to children in our community. ***This is not the positive opening statement you want for a resume. Suggestion: "My positive experiences in home-schooling my three children has convinced me that I can fulfill a need in public schools for challenging, nurturing, and personalized teaching."***

Certifications

State of Oregon ECE/ Elementary credential in-process and expected August, 2010

Professional Experience

Student Teaching

First Grade- P--- Elementary, Hillsboro School District

- Spent 6 weeks teaching the class full-time
- Developed and taught an ~~exciting and fun~~ 8 lesson unit on America to all 90 ***students*** of the first graders; the ~~e~~ Children ~~are still showing an~~ interest in what they learned by checking ***out*** relevant ***library*** books, ***and relating their learning to the world around them.*** ~~out at the library and talking about things like the flags they see.~~

Early Intervention Educational Assistant and Classified Substitute

Northwest Regional ESD, Hillsboro, OR

January 2003-

- Assisted ___(***how many?***) classroom teachers with ___(***how many?***) special needs pre-school classes
- Planned and organized projects to support specific educational units
- Worked with ___(***how many?***) children with emotional, educational, and physical disabilities ranging from autism to medical fragility
- Especially enjoyed working with children in speech groups, providing the therapists time to pull out children one-on-one
- Spent one school year as assistant in collaborative Head Start/ESD pre-school for ___(***how many?***) emotionally disturbed children

Title I Reading Assistant and Classified Substitute

Mooberry Elementary School, Hillsboro, OR

August 1996-

- Worked with in Title I program teaching reading to children in grades K-6
- ~~Was~~ responsible for all aspects of the program including testing, lesson planning, and teaching (***This is problematic—assistants aren't really supposed to plan lessons. Suggested: "Responsibilities include assessment, small group instruction and collaboration with the Teacher".***)

Related Experience

Raising Children

- Spent most of my time from 1982 to _____ raising my three children, volunteering in their schools and classrooms **Suggestion: “From 1982-2010, I have been a Parent Volunteer at _____, _____, and _____ Schools. (Can you cite specific roles? E.g. field trip chaperone, prepped instructional materials, --what were the jobs you did as a volunteer that a teacher would do?)**

Home Schooling

- Home schooled my three children for 4 years; included participating in co-op program that required comprehensive lesson and activity planning and teaching **(Can you describe the most interesting lesson activity you planned? Are your children currently back in public school? If so, can you comment on their successful transition? You have to appreciate that numerous readers of your resume will not be fans of home-schooling!)**

Education

Undergraduate School

- BA earned in 1981 ~~at~~ Brigham Young University, Provo, UT
GPA in _____ **(Unclear what your major was)** major – 3.5

Graduate School

- MAT in-process expected in June, 2010
Pacific University, Forest Grove, OR
GPA – 3.978

Community Involvement

Member Kappa Delta Pi – International Honor Society in Education

Annual volunteer at non-profit camp for teenage girls, as cabin counselor and organizer of craft program

Presided over children’s Sunday School program for approximately 50 children. Administered staff of 18 teachers and 6 auxiliary meetings

Orchestrated dance with Broadway show theme for 500 teenaged youth

References

Lauri Lewis

~~Principle~~ **Principal**– Patterson Elementary School, Hillsboro School District
503-844-1380 (W)
503-757-2568 (C)

Becky Kalish

First Grade Teacher and Mentor – Patterson Elementary School
503-844-1380 (W)
503-681-9225 (H)

Nancy Kingston

Student Teaching Supervisor
503-640-6627 (H)
503-314-2421 (C)

How important is a cover letter?

- *A companion / courtesy document to the résumé*

- *keep it **short***



- *résumé and the cover letter will most likely become separated*

Top 10 Cover Letter Tips

- Always write to a **specific individual**.
- Have a genuine grasp of the district's needs, accomplishments, and philosophy/mission.
- Write each cover letter **separately**.
- Use natural language in simple, **clear** sentences.
- Check and **recheck**.

Top 10 Tips, continued

- Use standard **business letter format** on stationery that matches.
- Request an interview.
- Let your **personality and energy** shine through.
- Use a **matching paper** for the envelope, use a 9"x 12" envelope to avoid folding the résumé and letter.
- Don't rely too heavily on cover letters to get your job.

SAMPLE

Kellan P----

~~Pre-Service~~ Elementary and ESOL Teacher
--- Ave.
Forest Grove, OR 97116

503 --- ----
k@gmail.com
<http://fg.ed.pacificu.edu/sweb/--->

March 26, 2010

Loree Reinhardt
Human Resource Specialist, Newberg School District
714 E Sixth Street
Newberg, OR 97132

Dear Miss Reinhardt,

The Newberg School District has significant appeal to me because of its focus on global citizenships through the development of reading, writing and mathematics curriculum. As a pre-service teacher finishing my Master of Arts in Teaching at Pacific University ~~in May~~, I believe it is crucial to invest in the education of young children by developing critical thinkers and constructive learners. As a ~~potential~~ candidate in ~~you're~~ **the Newberg** School District, I have the passion, enthusiasm, and desire to instill a lifelong love of learning to young students.

~~At my position at Banks Elementary School, I also had the opportunity to worked with a brand-~~ new student *who ~~that~~ entered school on the first day of my full-time teaching. (I reworded this for clarity...) My work with this student had a significant impact on her success, and helped me appreciate the impact my teaching had on a student's social, emotional, and academic progress. I believe the Newberg School District appreciates teachers who value all aspects of a child's education. This experience had a significant impact on how I viewed my ability to critique, analyze and reflect on the impact that my teaching was having on the social, emotional, and intellectual well-being of her and the rest of the students. I can sincerely say I am a teacher that will take a whole-child approach to teaching all students.*

My teaching experiences and coursework have allowed me to develop a ~~sound~~ philosophy of education that is student-centered, inclusive, and standards-based. In my teaching ~~at Banks Elementary~~, I taught a classroom where eight of twenty-two students received Title I services. During ~~my experience the eight weeks in that school~~, I worked ~~intensely~~ to provide explicit and direct small group and one-on-one reading intervention to those struggling readers. I believe that at the core of all teaching, there can and should be a strong literacy focus.

As my resume ~~will~~ demonstrates, ***I finished my Masters and ESOL endorsement while also coaching two collegiate sports and officiating high school basketball. I offer an*** ~~am~~ very organized and meticulous in every aspect of my life. It is my attention to detail that ~~enables~~ has allowed me to finish my Masters and ESOL endorsement simultaneously in one year while also coaching two collegiate sports and officiating high school basketball. This attribute directly correlates with my ability to plan and develop interactive lessons that engage students in active learning. Furthermore, I feel like I have developed the tools to inspire students through technological innovation ~~through my work~~ with website design, iMovie, blogging, PowerPoint, podcasting, Wikis, Inspiration, Smartboard, Web Quest, and more.

I would appreciate the opportunity to speak with you regarding ~~any~~ open positions in the primary grades, both in general education and English as a second language programs. Thanks you for your time and consideration.

Sincerely,

K-----

Sources:

- 40 years of **personal and professional experience**
- “How to Write a Great Resume & Cover Letter” by Linda Spencer Youtube, 2012
- “Resumes are Useless Without This” by J.T. O’Donnell, Youtube, 2013
- Educational Placement and Career Services, School of Education - University of Wisconsin-Madison, www.wisc.edu/wiscinfo/academics
- Phi Lambda Theta International Honor Society and Professional Association in Education, <http://www.pilambda.org>
- Educator's Job Search, NEA Professional Library Publications,

SUSAN V.

New:
SE Ct
Hillsboro, OR 97123
503-64.

N.W. 8th Street
Corvallis, OR 97
541/

OBJECTIVE

I am seeking a full-time position teaching at any grade level three through twelve. Subject areas of special interest to me are: Health, Environmental Studies, Home Economics, Language Arts, Life Science, Media-related Courses, and Social Studies.

CERTIFICATION

- 1994/2009 State of Oregon Certification Endorsements and Authorizations: Standard Elementary; Basic Biology; Basic Health Education; Basic Language Arts; Basic Social Studies.
- 2004/2009 In accordance with the NCLB Federal Act, Highly Qualified for: Language Arts, High School; Language Arts Departmentalized Middle School; Science, High School; Science, Departmentalized Middle School; Self-Contained Pre-K-8; Social Studies, High School; Social Studies, Departmentalized Middle School.
- Lifetime State of Texas Certification Endorsements and Authorizations: Elementary Self-Contained.

EDUCATION

- 1994 Master of Arts in Teaching, Oregon State University
Major: Elementary Education
- 1989 Bachelor of Arts with High Scholarship, Oregon State University
Major: Technical Journalism
Minors: Life Sciences, Technical Writing

TEACHING EXPERIENCE

- 2000/2004 Certified Teacher, Monroe High School, Monroe, OR
Responsibilities include teaching 9th-grade English, 10th- and 11th-grade Health, Creative Living (Home Economics); 9th- and 10th-grade CIM; Media Messages; Environmental Studies.
- 1999/2000 Certified Teacher, Park Crest Middle School, Pflugerville, TX
Responsibilities included teaching 6th-grade Puma Starters: Media; 7th-grade Language Arts; 8th-grade Language Arts.
- 1998/1999 Substitute Certified Teacher, Lake Travis Independent School District, Austin, TX

4 yr
1 yr

SUSAN V.

1996/1998 Certified Teacher, Highland View Middle School, Corvallis, OR
Responsibilities included teaching the following 6th-grade classes:
Homeroom, Mathematics (pre-Algebra), Reading/Literature,
Future Problem Solving, Language Arts, Social Studies, Science,
Technology, Outdoor School.

2 yr

1994/1997 Substitute Certified Teacher, District 8J, Albany, OR;
District 17J, Philomath, OR; District 509J, Corvallis, OR

RELEVANT WORK EXPERIENCE

1991/1994 Reporter, *The Benton Bulletin*, Philomath, OR

1991/1992 "My Job" Columnist, *Corvallis Gazette-Times*, Corvallis, OR

1990/1991 Science Writer and Editor, Trouw Research Center, N.A., Springfield, OR

1988/1990 Technical Writer and Editor, Transportation Research Institute,
Oregon State University, Corvallis, OR

1988/1990 Special Writer, *The Oregonian Science Section*, Portland, OR

PROFESSIONAL DEVELOPMENT

2000/2004 District 1J Professional Development Activities related to Differentiated
Instruction; Technology; Integrated Curriculum; Diverse Learners;
CIM sample design, administration, and scoring; School Climate;
CAM; Senior Projects; Personal Education Plans; and Web-based Units.

2003/2004 School-Based Child Development/Parenthood Education
and Teen Parent Programs.

2002/2003 Language Arts/Reading Conference, Oregon Council of Teachers of English;
NSF GK-12 Rural Science Education Program.

2001/2002 Spanish for School Personnel: Enhance Communication
with Students and Parents.

2000/2001 Men's Violence Against Women and the Messages Society
Sends Men & Boys; Violence Prevention Summer Institute.

1999/2000 Institute for Educational Development: Strengthening the Self-Discipline,
Emotional Intelligence, and Academic Achievement of Your At-Risk Students;
ACCES TAAS Software Training, PRSD; Reading Renaissance I:
Introduction to Reading Renaissance.

2000 - 2003 Barretstown Gang Camp County Kildare, Ireland
Staff Team Member

- Worked as a facilitator for therapeutic recreation for seriously ill children and families from over twenty European countries.
- Ran low and high ropes adventure courses.
- Elected to lead "Leaders in Training" program for teens.
- Recognized as outstanding member of the summer team during response to an emergency situation.

Awards and Activities

- Captain of Boston University Rugby Football Club
- Captained 2001 New Zealand Tour.
- Won Donald J. Barker Memorial Award – awarded in the name of the founder of Boston University Rugby, and given to a team leader on and off the field.
- Achieved rank of Master Sergeant in the United States Air Force Auxiliary. Given Award for outstanding cadet and outstanding staff member.
- Semi-active Lector at Catholic Church in home town

References

Available upon Request.

Employment

2003- present Mover	Rose City Moving and Storage	Portland, OR
1998-2003 Dooman	The Harp at the Garden	Boston, MA
2000-2001 Valet	Ultimate Parking Inc.	Boston, MA

ANETRA
1 NE SL
Vancouver, WA 98665
436

- CAREER OBJECTIVE -

Health and Physical Education Teacher. Interested in coaching, especially softball and would love to volunteer for football.

EDUCATION

- **Single Subject Credential** (professional clear), Physical Education and Health Endorsement; GPA 3.94, June 1998.
- **B.S. Kinesiology**; GPA 3.56 Honors, May 1997
 - Humboldt State University, Arcata, CA

TEACHING EXPERIENCE

- **Physical Education Teacher Grades 6-8**, Shahala Middle School, Vancouver, WA, Fall-Spring 2001-current
 - Planned and taught 7th and 8th grade Physical Education co-educational classes.
- **7th Grade Leadership Teacher**, Shahala Middle School, Vancouver, WA, Fall-Spring 2001-current
 - Planned and taught lessons in relation to leadership skills.
- **Physical Education Teacher Grades 6-8**, Pacific Middle School, Vancouver, Wa, Fall-Spring 1999-2001
 - Planned and taught 6-8 grade Physical Education co-educational classes.
- **Health Teacher Grade 6 & 8**, Pacific Middle School, Vancouver, Wa, Spring 2000.
 - Planned and taught 2 periods of 6th and 8th grade Health.
- **Substitute Teacher Grades K-12**, Evergreen and Battleground School Districts, Fall 1999 and Spring 2000.
- **Substitute Teacher Grades K-12**, Humboldt County City Schools, Humboldt County, CA, Fall 1998 and Spring 1999.
- **Student Teacher Grades 9-12**, Eureka High School, Eureka, CA, Spring 1998.
 - Planned and taught 1 class of 9th grade Physical Education for young women.
 - Included activity classes, Health/Fitness lectures, and discussions.
 - Planned and taught 2 classes of 9-12 grade co-educational Physical Education for full semester.

COACHING EXPERIENCE

- **Head J.V. Softball Coach**
 - Mountain View High School, Vancouver, WA Spring 2000-20002
- **Head Varsity Softball Coach**
 - St. Bernard's High School, Eureka, CA. Spring 1999.
- **Assistant Softball Coach**
 - Eureka High School, Eureka, CA. Spring 1998.
 - St. Bernard's High School, Eureka, CA. Spring 1997.

- **Softball Coach Humboldt State University**
 - Worked with young athletes from ages 8-17. Winters 1992-1995
 - Duties for above positions: Demonstrated skills, techniques and strategies; generated team cohesion and motivation; planned activities and efficient practices; built relationships with student athletes.

RELATED EXPERIENCE

- **Umpire**, Mad River Softball Association, Cutten Ridgewood, and Eureka City Leagues. Spring and Summer 1996-1998.
 - Women's youth fast-pitch spring leagues.
 - Men's and women's adult slow-pitch leagues.

- **Volunteer Aide**, Mckinleyville High School, Fall 1995.
 - Supervised learning disabled teens in a variety of class activities, in Special Day class for 9-12 grades.

SPORTS ACTIVITIES

- **Intercollegiate Softball**, Humboldt State University, 1992-1995.

Honors

- Two time All-American
- * One time National Tournament Team
- * Two Time West Region All-American Team
- * Two Time Second Team All-Conference
- * One Time Honorable Mention

Records

- * No errors in 94 attempts
- * Sacrifice Bunting (23)
- * Nominated for Hall of Fame

• **College Intramurals**

-Basketball, Softball, and Indoor Soccer

• **High School Career**

- Softball, Field Hockey, Cross-Country, and Basketball.
- Honors: MVP Field Hockey and Softball, Freshman Athlete of the Year Cross Country, and voted Female Athlete of the Year 4 years in a row.

SEMINARS AND WORKSHOPS

- **First Aid**, Spring 2004. **CPR**, Spring 2004.
- **Non-Violent Physical Crisis Intervention**, Fall 1997.

More questions for References...

The candidate's ability to ...

- maintain positive relationships with students and staff.
- communicate effectively.
- work effectively within a culturally diverse environment.
- adapt to changing conditions.
- have a positive attitude towards work and others.
- plan and organize their work.
- The candidate's attendance or punctuality.
- (Optional - Other job specific questions)
- Is there anything else you would like to share about this candidate?

Common problems, page 2



- *missing Employment/Education Information*
- *general responsibilities performed by all*
- *buzz words/jargon*
- *too wordy*
- *résumés composed by a professional service*

What about electronic transmittal?

- *always inquire*
- *demonstrates your technological competence*
- *simple layout is critical*
- *confirm that your format is acceptable, and received clearly and completely*

