



CONDUCTING A JOB SEARCH IN EDUCATION

This Guidebook is designed to assist in the educator's job search and help develop the educator's marketing and professional communications package (cover letter, resume, and reference pages). The material in this Guidebook comes from a variety of sources and authors whose articles show different perspectives on employment in the education field.

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YOUR JOB SEARCH: SIX STEPS TO SUCCESS

1. **Identify your values, skills/abilities, and interests.**

Know what you want to do (career field) and where you want to do it (urban/rural area, large or small organization, geographic location). Identify significant accomplishments/achievements and detail your special skills (i.e. computer skills, language skills, awards, and honors).

2. **Have a perfect resume, cover letter, and essay.**

Peruse the samples included in this Guidebook, as well as the *Career Development Resume, Cover Letter, and Correspondence Guidebook*. **Take advantage of the KU CDC Review Service.** Drop-off, email (careers@kutztown.edu) or mail your resume, cover letter, and application essay to the Career Development Center for review. It will be ready in approximately 7-10 days.

3. **Utilize the Career Development Center.** Attend CDC presentations, workshops, and events. Schedule an appointment with us. Participate in a mock interview. Attend the KU Job Fair for Educators in the Spring semester and other fairs offered around the area/country.

4. **Don't just look for a job.** In addition to looking at vacancy listings, research salary information, supply and demand statistics. Explore employer/school district websites and publications and take some time to investigate alternative education-related careers for teachers.

5. **Maximize your searching resources.** Start at the Career Development website (<http://careers.kutztown.edu>). Register for the College Central Network (CCN) and explore the education-related web links listed on our site. Use the Useful Websites at the end of this Guidebook. Visit the Department of Education for your state(s) of interest. Create your own database of website and contact information. Go to the CDC Resource Library, the KU Rohrbach Library, your local library, or even your nearest bookstore.

6. **Network.** Friends, family, clinical experience/student teaching contacts, previous employers, classmates, faculty, and alumni can be sources of information who may lead you to a job opportunity. Spread the word that you're looking!



Don't wait! The best time to start your job search is NOW!

JOB SEARCH TIMETABLE CHECKLIST

Make good use of your time as you complete your certification/degree and conduct your job search. Please use this checklist in conjunction with the KU Career Development services and resources.

12 months prior to employment	<p><input type="checkbox"/> Review the CDC website for information and resources.</p> <p><input type="checkbox"/> Register with www.collegecentral.com/kutztown & upload your reviewed resume.</p> <p><input type="checkbox"/> Begin to define the size and types of school systems of interest.</p> <p><input type="checkbox"/> Attend CDC workshops and events (event calendar can be found on the CDC website).</p>
11 months prior to employment	<p><input type="checkbox"/> Begin to identify potential references (professors, cooperating teachers, supervisors).</p> <p><input type="checkbox"/> Meet with the CDC staff to develop your job search strategy.</p>
8-10 months prior to employment	<p><input type="checkbox"/> Continue updating your resume, cover letter, and other supporting documents.</p> <p><input type="checkbox"/> Network to inform friends, family, faculty, past teachers, etc., of your career plans.</p> <p><input type="checkbox"/> Continue to attend CDC workshops and events and practice interviewing.</p> <p><input type="checkbox"/> Develop a list of school systems of interest by visiting websites and obtaining necessary application materials.</p> <p><input type="checkbox"/> If relocating, contact other career services offices in the area to which you are moving and request reciprocity services.</p> <p><input type="checkbox"/> Determine certification requirements. Ensure that you have completed testing requirements for your field(s).</p>
8 months prior to employment	<p><input type="checkbox"/> Create profiles with online job search systems (PAREAP.net, PA-Educator.net, NJHire.com, Teachers-Teachers.net).</p> <p><input type="checkbox"/> Complete online or paper applications – FOLLOW EACH SCHOOL'S EXACT APPLICATION DIRECTIONS.</p> <p><input type="checkbox"/> Inquire about school systems that will recruit at KU, or at a regional or virtual job fair.</p> <p><input type="checkbox"/> Continue research of school systems with which you plan to apply and hope to interview.</p>
5-7 months prior to employment	<p><input type="checkbox"/> Participate in career fairs related to education. Send thank you letters as appropriate.</p> <p><input type="checkbox"/> Monitor job listings, listservs, and other resources online and through your network.</p>
1-5 months prior to employment	<p><input type="checkbox"/> Stay up-to-date with job openings and maintain communication with your network.</p> <p><input type="checkbox"/> Contact school systems by their preferred method of communication to stay in touch with available opportunities.</p> <p><input type="checkbox"/> Assertively network with educational contacts. Keep them updated on your progress.</p> <p><input type="checkbox"/> Accept an offer that is appropriate to your particular situation.</p> <p><input type="checkbox"/> If no offer, repeat steps above.</p> <p><input type="checkbox"/> Look for opportunities for teacher assistants or substitute teaching.</p> <p><input type="checkbox"/> Stay positive; there may be mid-year openings.</p>

WRITING YOUR APPLICATION ESSAY

The short essay question is often the most important – and most difficult – component of the teacher application. Some example questions could be, “Why do you want to be a teacher?” or “What is your philosophy of education?” Although the subjects may seem simple, your answer to the essay question may weigh heavily on your application. Use these tips to get you started:

1. **Show that you are an articulate person.** The employer wants to know that you can construct a good paragraph, one that makes sense and is well thought out. Grammar, punctuation, and spelling must be perfect. There is no room here for error.
2. **Keep it clear, concise, and succinct.** Before you begin, write down 4 to 5 words you want to discuss in the essay. Turn those words into a working outline then determine what should come first, last, and in the middle. Do not begin with elaborate or overly philosophical phrases.
3. **There are no set answers to the essay.** Remember that school districts use it to find out what kind of person you are; mention experiences or perspectives that showcase your passion, flexibility, willingness to learn or contribute, commitment to lifelong learning, and/or your related experiences.
4. **Use “buzz words” to show your familiarity with the latest trends.** Mention concepts that are important to modern education. Show that you are familiar with people who are setting trends or conducting research in education.
5. **Use the allotted space.** Resist the temptation to “attach an additional page” for your essay. If you cannot say what you need to say in the allotted space, rework your essay. In other words, *follow the directions EXACTLY*.
6. **Make yourself stand out!** If you want the school district to know something about you – even if it is on your resume – include it in the essay; however, write it in such a way that the information relates to the rest of the essay.
7. **Understand how the District’s application process works:** Thoroughly research the website of each district and school that you are applying to so you can relay your knowledge through your essay and personalize the application for each district.
8. **Use the CDC Review Service:** As with your resume and cover letter, you may drop off or email your application essay for review by a staff member. It will be ready for pick-up in approximately 7-10 days. Do not put all of your trust into spell-check. Try reading your essay backwards from the end, looking at each word individually.

TIPS FOR EFFECTIVE COVER LETTER WRITING

While your resume tells employers about your qualifications, education, and experiences, your cover letter tells employers a story about your accomplishments. It affords you the opportunity to explain aspects about your qualifications and market yourself in ways that the resume cannot. Here are some suggestions for writing an effective cover letter:

Formatting

- ✓ Maintain at least 1" margins (left, right, top and bottom).
- ✓ Use same font style, size and paper as your resume.
- ✓ Use black text only. Avoid using graphics or pictures.
- ✓ Keep letter to one page - usually 3-4 paragraphs
- ✓ Always, always proofread your letter. You are invited to submit it to the CDC Review service for a fresh pair of eyes.
- ✓ Vary your sentence structure. Don't start every sentence with "I."

Content

- ✓ Highlight your most relevant skills and qualifications for the position/program.
- ✓ Focus on the needs of the employer/graduate school program, not your needs or interests
- ✓ If possible, find the name of the hiring manager.
- ✓ Begin the page with the date and the hiring manager's name, title, organization name, and address, followed by a salutation to "Dear Mr., Ms., or Dr., Last Name:"
- ✓ State the position/program for which you are interested and how you heard about it. If someone gave the information, mention that individual by name. This is your opportunity to "name drop!"
- ✓ Explain how your skills, knowledge and/or experience relate to the requirements of the position/program and the organization
- ✓ Explain what you can contribute to the company/organization. How can you help the organization meet their goals? Be specific.
- ✓ Reiterate your interest in the position/program, make a specific request for an interview, and thank the hiring manager for his/her consideration.
- ✓ After the closing, leave room for your signature above your typed name, and follow up with your contact information (street address, phone number, email address).
- ✓ Take advantage of CDC resume and cover letter workshops and labs throughout the school year for ideas on effective formatting, writing style, and content.

Just remember that the cover letter alone will not get you a job. It will, however, determine whether or not people read your resume. The resume then determines if you will be asked for an interview, which is needed to get a job offer. Writing both documents demand care and attention. The Career Development Center is here to help with any questions you may have!

TIPS FOR EFFECTIVE RESUME WRITING

Remember, your resume is your first contact with a prospective employer. You will never get a second chance to make a first impression, so your resume should present the best possible image of your skills, abilities, and interests! Here are some suggestions for writing an effective resume:

Formatting

- ✓ Begin with a fresh Word document, rather than a template.
- ✓ Maintain .05" – 1" margins (left, right, top and bottom).
- ✓ Use one clear 10-12 point font for body text and 12-14 point for name and section headings.
- ✓ Underline, bold, and italicize sparingly to add emphasis to key points.
- ✓ Use black text only. Avoid using graphics or pictures (unless your major is in design).
- ✓ Keep document to two pages or less. If you have a second page, put your name and page 2 at the top of the second page.
- ✓ If two pages, print your resume on one side only, rather than back-to-back, and paper clip the pages together (do not staple).
- ✓ Print your resume on light-colored or white professional paper—you can find resume paper at most local office supply stores.
- ✓ Do not include references on your resume. This will be separate document (see pg. 22).
- ✓ Remember to proofread for spelling and grammar errors. Do not rely on spell- and grammar-checks!

Content

- ✓ Items should appear in reverse chronological order. Most recent should appear first.
- ✓ You will not need to list high school information, unless it is particularly relevant to your goal.
- ✓ When listing education, include the school name, your major(s) (and minor or concentration), month and year of graduation, city, state, and GPA (if over 3.00).
- ✓ Create separate categories, such as Internship Experience, Related Experience, Campus Involvement/Leadership, Research Experience, Other Work Experience, and/ or Volunteer Experience to emphasize your experience.
- ✓ Use action verbs to describe your duties - be as specific as possible (examples on pg. 4).
- ✓ Use past tense for past experiences and present tense for current experiences.
- ✓ It is not uncommon for employers to run resumes through a scanner to pick up on key words and to streamline their review process. Ensure that you are including key words on your resume from the job description/company website.
- ✓ Have your resume (and cover letter, references list, etc.) reviewed by the CDC!

Samples can be found at the end of this Guidebook, as well as the *Resume, Cover Letter, and Correspondence Guidebook for more information*. Remember that resume writing is very subjective, and there is no set resume format. Please use the CDC review service - email (careers@kutztown.edu), drop off, or mail the document(s). They will be ready for pick up in approximately 7-10 days.

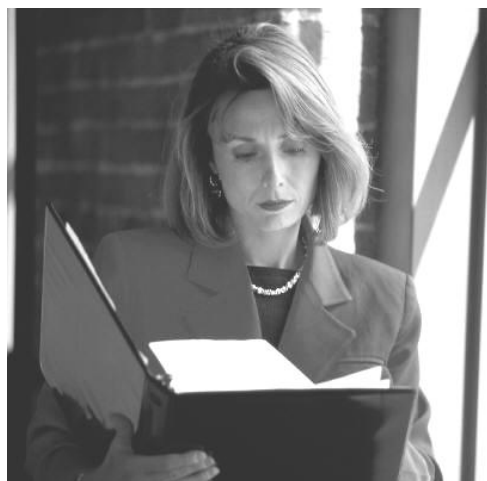
YOUR EDUCATION PORTFOLIO

The education portfolio is a purposeful collection you bring to an interview to help your potential employer gain a full picture of you. **It IS NOT a scrapbook.**

School district administrators do not have extended blocks of time to review an extensive or complicated portfolio. Only include what they need to know! The best format for an interview is in a three-ring binder with sheet protectors and tabbed dividers so you are able to easily refer to certain sections during the interview.

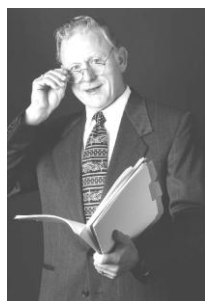
Remember: Interviewers want to see **clear, concise, and succinct** portfolios. According to school superintendents, the most effective portfolios contain:

- Resume and letters of reference
- Teaching certificate
- Transcript
- Copies of student teaching evaluations
- Lesson plan outline or summary page
- Copy of a test you created for your students
- Complimentary letter from a parent or student
- Documentation of awards or honor
- Copy of your clearances
- Photo of you with students (get parental permission first)
- Information about your campus involvement and leadership
- Information about professional associations or clubs
- Philosophy of education
- PRAXIS scores and/or awards are optional



For your interview portfolio, do not include title page, table of contents, cover letter, motivation statement, biography (it could cause someone to discriminate against you), index, essays or papers you have written as class assignments.

There is NO magical list of items that must be included or are appropriate for every occasion. Make the decision of what to include based upon your audience. Keep your portfolio up-to-date at all times.



CLEARANCES AND BACKGROUND CHECKS

Whether you choose to work in a public or private school, you will likely be required to provide clearances and background check information. Please contact the KU Clinical Experience & Outreach Office (610.683.4256) for the most up-to-date information and requirements.

EMAIL CORRESPONDENCE

Email and electronic applications are often the preferred method of communication between candidate and employer. Use these wisely and you will shine; use them improperly, and you'll brand yourself as immature and unprofessional.

When communicating with prospective employers, there is no such thing as an inconsequential communication. If you are sloppy and careless, a seemingly trivial communication will stick out like a sore thumb.

- ✓ Use a meaningful subject header and include your name.
- ✓ Address the person formally (Dear Mr./Ms./Dr./Professor Last Name).
- ✓ Always check your spelling and grammar. Do not rely on spell- and grammar-check!
- ✓ Do not use emoticons (☺, LOL, etc.), wallpapers, or fancy backgrounds.
- ✓ Maintain a professional "tone" throughout. Remember to say thank you!
- ✓ Wait to fill in the "To:" portion of the email until everything is triple-checked.



MAKING THE MOST OF EDUCATION CAREER FAIRS

Why Attend a Fair?

- Increase your chances of receiving an interview!
- Expand your network of contacts and get your resume out there!
- Investigate school districts and meet their personnel.
- Take advantage of so many employers all under one roof!!

What to Expect

- Employers expect candidates to:
 - Be professionally dressed (INTERVIEW SUIT)
 - Ask thoughtful questions
 - Have a polished resume
 - Perhaps know something about their district.
- Most recruiters are not authorized to hire candidates the day of...your goal should be to land a quick interview and get your resume around the fair.
- Employers enjoy career fairs because they can meet MANY candidates in one day. Consequently, you will have a short time to sell yourself and make a positive impression on the recruiter.



Before a Fair

- Prepare your resume and make plenty of copies. **No cover letter is needed.**
- Learn to market yourself...create YOUR “60-second commercial” which includes a firm handshake and introduction, your objective (why you are there & what you are seeking) and a brief summary of your education, experience, strengths.
- Prepare a list of questions to ask and be prepared to answer many for those districts that have time to talk.

During a Fair

- Target/prioritize those districts with whom you want to meet and plan to approach them first.
- Be confident, persistent, and patient (you may experience long lines.)
- Introduce yourself and offer a firm handshake. In a few sentences, tell the employer what they want to know! Maintain good eye contact and listen attentively.
- Offer your resume last and collect business cards and literature.

After a Fair

- Follow-up is essential. Send thank you letters to employers.
- Observe the follow-up procedures suggested by the employers.
- Write down notes/conversations from the day for future reference.

ACING THE INTERVIEW

- **Be meticulous with your documents**
 - Personalize the application materials for each district.
 - Show your studious side by ensuring your grammar, spelling, and educational terms are perfect.
- **Do your homework**
 - Review the district website, paying close attention to the department/subject of interest.
 - Take notes and be prepared to mention something you noticed in your “homework.”
- **Rehearse**
 - Do a mock interview.
 - Be prepared to answer the common interview questions
 - Have questions prepared to ask the interviewer(s).
- **Dress the part**
 - Purchase or borrow a professional suit.
 - Have professional accessories that match (dress socks, belt, leather notepad, etc.).
- **Speak the part**
 - Present yourself as a serious professional.
 - Speak slowly and deliberately, avoid slang, and use proper pronunciation.
- **Notice your surroundings**
 - Observe grounds, school décor, anything to give you clues about the campus.
 - Use this information in your responses.
- **Highlight the positive**
 - Optimize your characteristics: energy, enthusiasm, willingness/quickness to learn, genuine dedication to teaching, team player, etc.
- **Emphasize your understanding of the profession**
 - It’s about the students connecting with and engaging in their own learning process.
 - Show your awareness of the work and values of your profession.
- **Never be anything but honest**
 - Ask for clarification if you are unfamiliar with something.
 - Do not exaggerate or cover up something that could be considered detrimental.
 - Answer with honesty and honor.
- **SMILE**
 - It is natural to be nervous! When you mess up an answer or stumble over your words, stop – take a breath – then continue with your response.
 - Use every interview as a building block and learning experience for your career.
- **Say “Thank You”**
 - Say “thank you” as you leave the interview, THEN follow-up with a handwritten note and/or email .



TEACHING A SAMPLE LESSON AT THE INTERVIEW

As part of the interview process, you may be asked to prepare and teach a ten-minute sample lesson. Don't panic! Don't let the audience, time frame, or pressure get to you!

Consider the employer's objectives. Your interviewer(s) will look for several major components, including **planning & preparation, classroom environment, knowledge of content/teaching strategies, and professionalism.**

Here are some tips to help you prepare:

- **Planning & Preparation**

- Ask about the audience and number to anticipate. Will your audience be 'real students', administrators, school board members, other teachers, etc.).
- Be clear on parameters – time, context, topic.
- Choose a lesson that you have implemented before; revise it for the abbreviated time to fully demonstrate your strengths.
- Provide a cover sheet with rationale for your lesson.
- Rehearse the lesson – time it and have it critiqued by a family member, classmate, or friend!

- **Classroom Environment**

- Keep your plan simple!
- Don't assume that any resources will be available; inquire about available technology, but don't rely on it.
- Consider taking the first minute to have students prepare nametags to wear or position upright on their 'desks' (so you can call on them by name).
- Be prepared for the unexpected – you may be faced with contrived discipline problems.

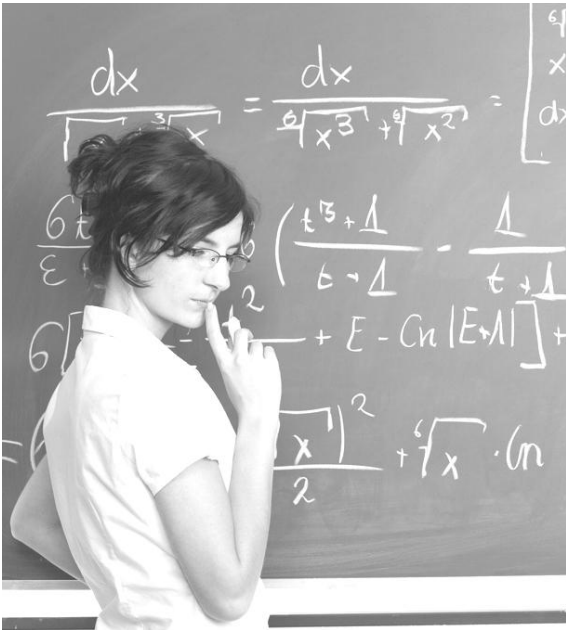


- **Knowledge of Content & Teaching Strategies**

- Engage the students!
- At the end of the lesson, describe "extensions" – "If I had more time, I would..."
- Try asking some higher-order-thinking questions.
- Plan for differentiated instruction. In your lesson plan, indicate how you will accommodate various needs.
- Demonstrate your resourcefulness and prior research – localize the lesson by incorporating the school mascot, local tradition, or community landmark.
- Along with your thank you note after the interview, include a self-reflection: "If I taught this lesson again, I would..."

JOB OFFERS

Congratulations, you were offered a position! Before you accept, there are several factors to assess. Some will weigh more heavily than others, but all should be considered.



Geographic Considerations

- Location/community type and size
- Availability/cost of housing
- Cultural/recreational opportunities
- Proximity to family/friends

Monetary Considerations

- Starting salary
- Potential salary
- Benefits package
- Cost-of-living

Job-Related Considerations

- Job responsibilities and on-the-job training
- Promotion & advancement potential
- Supervisor & co-workers
- Degree of autonomy & teamwork
- Quality of higher management
- Professional development & growth opportunity
- Support for continuing education
- Philosophy & reputation of the organization
- Stability of organization/industry
- Evaluation of your work

Life-Style Considerations

- Working conditions
- Work schedule and travel requirements
- Commuting to work
- Social life for singles/couples
- Dress code

ADDITIONAL TIPS

- If an offer is extended verbally, ask for the details in writing, including job title, starting date, salary, location, and any other important information.
- The teaching contract is a binding legal document between you and the school district – read it very carefully.
- If anything appears vague, ask for clarification before accepting the offer.
- If it sounds too good to be true, it probably is...investigate!
- Make your acceptance in writing, restating the important details.
- If you are going to reject the offer, do so in writing as soon as possible. Thank them for their confidence in you—be careful not to burn any bridges!
- Accepting or not, always follow up with appropriate “thank you” notes.

USEFUL WEBSITES

U.S. State Certification Offices and Job Websites

**adapted from AAEE 2010 Job Search Handbook*

U.S. Department of Defense Dependents Schools
(American schools connected to US military bases)
<http://www.dodea.edu/offices/hr/categories/default.htm>

Alabama
<http://www.alsde.edu/html/home.asp>
<http://www.alsde.edu/TeachInAlabama>

Alaska
<http://www.eed.state.ak.us/TeacherCertification/>
<http://www.alaskateacher.org/>

Arizona
<http://www.ade.state.az.us/certification/>
<http://www.arizonaeducationjobs.com/>

Arkansas
http://arkansased.org/standards_board/index.html
<http://www.teacharkansas.org/>

California
<http://www.ctc.ca.gov/>
<http://www.ctc.ca.gov/links.html>

Colorado
http://www.cde.state.co.us/index_licenseaps.htm
<http://www.teachincolorado.org>

Connecticut
<http://www.sde.ct.gov/sde/site/default.asp>
<http://www.ctreap.net>

Delaware
<https://deeds.doe.k12.de.us/default.aspx>
<http://www.teachdelaware.com/>

District of Columbia
<http://www.k12.dc.us/dcsea/certification/licensing/licensing.html>
<http://www.teachdc.org>

Florida
<http://www.fldoe.org/edcert>
<http://www.teachinflorida.com/>

Georgia
<http://www.gapsc.com/Certification/Documents/routes.asp>
<http://www.teachgeorgia.org/>

Hawaii
<http://www.htsb.org/>
<http://doe.k12.hi.us/personnel/index.htm>

Idaho
http://www.sde.idaho.gov/site/teacher_certification/
<http://new.idahoeducationjobs.com/>

Illinois
<http://www.isbe.net/certification/default.htm>
<http://www.isbe.state.il.us/employment.htm>

Indiana
<http://www.doe.state.in.us/dps/>
<http://www.doe.in.gov/peer>

Iowa
<http://www.state.ia.us/boee/>
<http://www.iowaeducationjobs.com/>

Kansas
<http://www.ksde.org/Default.aspx?tabid=123>
<http://www.kansasteachingjobs.com/>

Kentucky
<http://www.kyepsb.net/>
<http://apps.kde.state.ky.us/keps/index.cfm>

Louisiana
<http://www.louisianaschools.net/lde/tsac/603.html>
<http://www.teachlouisiana.net/>

Maine
<http://www.maine.gov/education/cert/index.html>
<http://www.maine.gov/education/jobs.htm>

Maryland
<http://www.marylandpublicschools.org/msde>
<http://www.marylandpublicschools.org/msde>

Massachusetts
http://www.doe.mass.edu/educators/e_license.html
<http://www.doe.mass.edu/jobs/>

Michigan
<http://www.michigan.gov/mde/>
<http://www.michigan.gov/careers>

Minnesota
<http://education.state.mn.us/MDE/index.html>
<http://education.state.mn.us/MTRC>

Mississippi
http://www.mde.k12.ms.us/ed_licensure/index.html
<http://www.mde.k12.ms.us/mtc/index.htm>

Missouri
<http://dese.mo.gov/divteachqual/teachcert/edcert.html>
<http://www.moreap.net>

USEFUL WEBSITES

U.S. State Certification Offices and Job Websites

**adapted from AAEE 2010 Job Search Handbook*

Montana

<http://www.opi.state.mt.us/Cert/Index.html>
<http://jobsforteachers.opi.state.mt.us/>

Nebraska

<http://www.nde.state.ne.us/TCERT/>
<http://www.nebraskaeducationjobs.com>

Nevada

<http://nvteachers.doe.nv.gov/>
http://www.nvteachersjobs.com/jobs/all_jobs.php/

New Hampshire

<http://www.ed.state.nh.us/education/beEd.htm>
<http://www.ed.state.nh.us/education/doe/employ.htm>

New Jersey

<http://www.state.nj.us/education/educators/license/index.html>
<http://www.njhire.com/>

New Mexico

<http://www.ped.state.nm.us/licensure>
<http://www.teachnm.org/>

New York

<http://www.highered.nysed.gov/tcert/>
<http://www.nyeducationjobs.com>

North Carolina

<http://www.ncpublicschools.org/licensure/>
<http://www.teach4nc.org>

North Dakota

<http://www.nd.gov/esp/licensure/>
<http://teamnd.org/>

Ohio

<http://www.ode.state.oh.us/>
<http://www.ode.state.oh.us/>

Oklahoma

<http://www.sde.state.ok.us/>
<http://www.oklahomateachingjobs.org/>

Oregon

<http://www.tspc.state.or.us/>
<http://www.emp.state.or.us/jobs/>

Pennsylvania

<https://www.tcs.ed.state.pa.us/>
<http://www.teaching.state.pa.us/>

Rhode Island

www.ride.ri.gov/EducatorQuality/Certification/default.aspx
<http://www.ride.ri.gov/educatorquality/edjobs.aspx>

South Carolina

<http://www.scteachers.org/index.cfm>
<http://www.cerra.org/>

South Dakota

<http://doe.sd.gov/oatq/teachercert/>
<http://doe.sd.gov/oatq/teachingjobs/index.asp>

Tennessee

<http://www.state.tn.us/education/lic/>
<https://www.k-12.state.tn.us/teachingjobs/index.aspx>

Texas

<http://www.sbec.state.tx.us/SBECOnline/default.asp>
<http://ritter.tea.state.tx.us/ESC/>

Utah

<http://www.usoe.k12.ut.us/cert>
<http://www.schools.utah.gov/hrm/jobs.htm>

Vermont

<http://education.vermont.gov/new/html/maincert.html>
<http://education.vermont.gov/new/html/mainemploy.html>

Virginia

<http://www.doe.virginia.gov/VDOE/newvdoe/teached.html>
<http://www.teachvirginia.org>

Washington

<http://www.k12.wa.us/certification/>
<http://www.wateach.com/>

West Virginia

<http://wvde.state.wv.us/certification/>
<http://wvde.state.wv.us/jobs/>

Wisconsin

<http://dpi.wi.gov/tepd/>
<http://ww2.wisconsin.gov/state/employment/>

Wyoming

<http://ptsb.state.wy.us/>
<http://wsba-wy.org/teach/html>

USEFUL WEBSITES

Visit these sites for additional information on the education industry and to aid you in the job search.

KU Career Development Center
<http://careers.kutztown.edu>

PAReap.net

Education Week
www.edweek.org

NJHire.com

www.school-jobs.net/jobs

American Association for Employment in Education
(AAEE)
www.aaee.org

K12jobs.com

www.hotjobs.com

National Association of Independent Schools
www.nais.org

Nationjob.com/education

Pennsylvania School Board Association
www.PSBA.org

Teacherjobs.com

Academply.com

National Association of Colleges & Employers Job Web
www.jobweb.org

GreatSchools.net

PA-Educator.net

Collegecentral.com/kutztown

Teachers-Teachers.com

TEACHING ABROAD

The long-term growth of the global economy, demand for educational opportunities, and the creation of hundreds of new international schools has created an extremely high demand for K-12 teachers worldwide. If you are looking for opportunities abroad, these websites provide resources, articles, wikis, and job boards:

International Resources (University of Northern Iowa,
Overseas Recruiting Fair)
www.uni.edu/placement/overseas

U.S. Peace Corps
www.peacecorps.gov

The International Educator (TIE)
www.tieonline.com

Footprints Recruiting Inc.
www.footprintsrecruiting.com

U.S. Dept. of State Office of Overseas Schools
www.state.gov/m/a/os

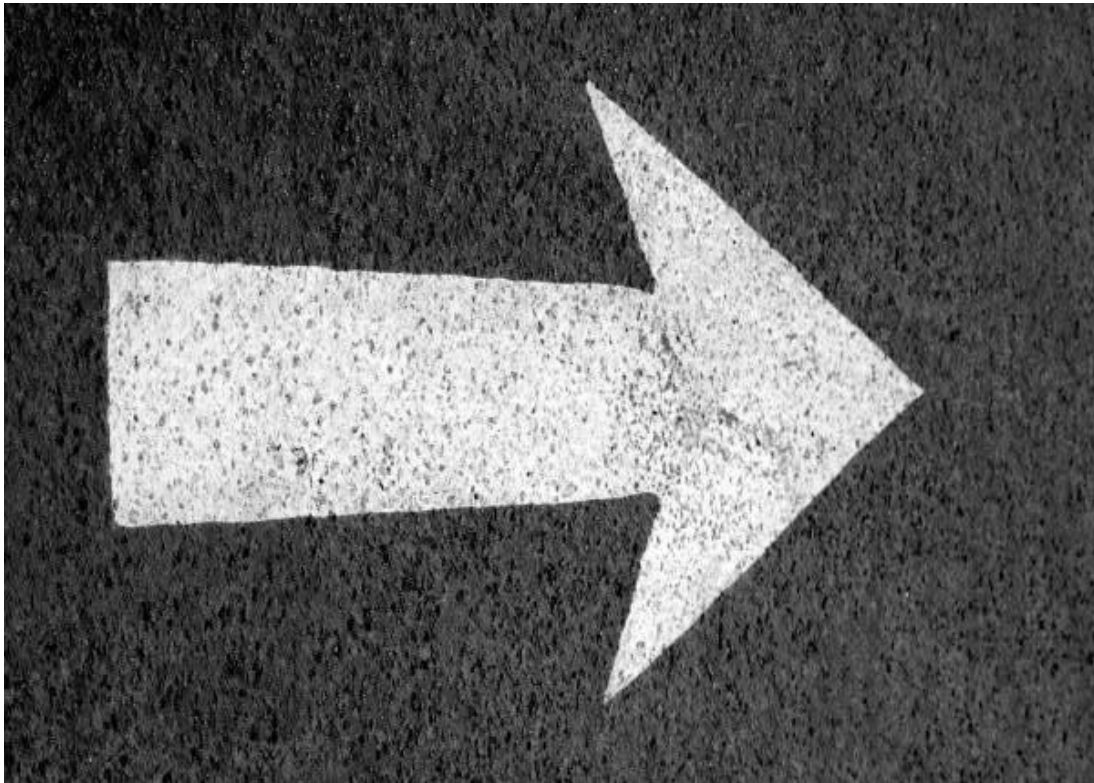
Transitions Abroad
<http://www.transitionsabroad.com>

U.S. Dept. of Defense Dependent Schools
www.dodea.edu/home/index.cfm

TEFL – International Guide to Teaching English as a
Foreign Language
<http://www.tefllogue.com/>

TESOL Organization (ESL Teaching)
www.tesol.org/s_tesol/

The following pages are samples of resumes...
Choose the one that works for you, or take parts of
several and make them your own!



Since resume styles and preferences are subjective, we have provided a variety of options. As you create, review, and revise your documents, you may receive varied suggestions or comments.



For job applications, do NOT print your resume double-sided. If sample resumes are double-sided in this Guidebook, it is simply to save paper!

One Exception:

Your resume for Clinical Experience may NOT be more than one page of paper due to mailing restrictions. If your resume is two pages in length, it should be duplexed (copied back-to-back) for this purpose only.

John S. Tudent

johnstudent@gmail.com, 570-555-1234

Current Address:
123 Residence Road
Kutztown, PA 19530

Permanent Address:
1492 Columbus Street
Anytown, NJ 01234

OBJECTIVE Teach elementary school children. Interested in coaching and advising. Willing to relocate.

QUALIFICATIONS

Experienced working with diverse populations; Skilled in developing creative and educational lesson plans; Motivated to be a life-long learner; Able to communicate verbally and in writing with students, staff, and parents; Knowledgeable of current educational policies and practices.

EDUCATION

B.S.Ed. KUTZTOWN UNIVERSITY OF PENNSYLVANIA Kutztown, PA
Major: **Elementary Education** May 20xx
Concentration: Early Childhood Education
Cum Laude GPA 3.4

HONORS

Kappa Delta Pi-International Honor Society in Education
Dean's List
Mary J. McCarthy Academic Scholarship

TEACHING EXPERIENCE

Kernsville Elementary School Allentown, PA
Teacher Candidate, Clinical Experience Spring 20xx
Taught a self-contained second grade.
Participated in parent-teacher conferences.

Schuylkill Valley Primary School Bern Valley, PA
Teacher Candidate, Clinical Experience Spring 20xx
Team taught first grade.
Volunteered services for school play.

Cayuga Elementary School Philadelphia, PA
Professional Semester Student Fall 20xx
Co-taught a self-contained third grade.

RELATED EXPERIENCE

America Reads Lehigh Valley, PA
Tutor, Allentown, Fleetwood & Kutztown School Districts Fall 20xx- Fall 20xx
Worked with children one-on-one, grades K-3, to improve their reading ability.

Sunshine Nursery School Newark, NJ
Teacher's Aide Summers 20xx-20xx
Helped teachers coordinate daily activities for 35+ children, ages 2-5.
Responsible for arts and crafts activities.

Blue Mountain Recreation Department Schuylkill Valley, PA
Summer Camp Counselor Summer 20xx
Helped coordinate physical activities for children ages 9-12.

WORK EXPERIENCE Earned 75% of college expenses through the two part-time jobs.

Denny's Restaurant
Server

Allentown, PA
March 20xx-Present

Kutztown University
Residence Hall Desk Receptionist

Kutztown, PA
August 20xx- May 20xx

PROFESSIONAL INVOLVEMENT

Pennsylvania State Education Association
Association for the Education of Young Children

CAMPUS INVOLVEMENT

Bonner Hall Council Treasurer
Kutztown Equestrian Team Member

REFERENCES

Available upon request.

Jordan Public

123 Resume Road, Anywheresville, PA 12345
000.555.1234, jpubl****@live.kutztown.edu

OBJECTIVE

An elementary level teaching position in a progressive school district. Interested in coaching. Willing to relocate.

QUALIFICATIONS

Strong organization, multi-tasking, and management skills
Proven success building rapport with varied groups, parents, and individuals
Student-centered
Experience with diverse populations
Enthusiastic
Willing to learn

EDUCATION

B.S.Ed. Kutztown University of Pennsylvania, Kutztown, PA, December 20xx.
Major: Elementary Education Concentration: Early Childhood, GPA: 3.94

HONORS

Phi Kappa Phi Honor Society in Education
Dean's List
Multicultural Achievement Award
Faculty Achievement Award

TEACHING EXPERIENCE

Upper Perkiomen School District, Hereford Elementary Hereford, PA
Teacher Candidate, Clinical Experience Fall 20xx

- Taught in a Kindergarten classroom
- Participated in parent-teacher conferences

Spring-Ford School District, 5-6 Grade Center Royersford, PA
Teacher Candidate, Clinical Experience Fall 20xx

- Taught in a 6th grade math and science classroom

Boyertown Area School District, New Hanover-Upper Frederick Elementary Boyertown, PA
Professional Semester Student Spring 20xx

- Co-taught in a 2nd grade classroom

Kutztown University Early Learning Center Kutztown, PA
Intern Spring 20xx

- Taught and tutored preschool and Kindergarten children

RELATED EXPERIENCE

Northwest Children's Centre, Inc. New Tripoli, PA
Teacher's Aide October 20xx – July 20xx

- Helped teachers coordinate daily activities for thirteen two-year-olds
- Created and implemented activities

Rockland Elementary August – December 20xx
Math Tutor Fleetwood, PA

- Tutored students in grades Kindergarten-2nd on current math lessons and homework

WORK EXPERIENCE

Clinical Experience & Outreach Office, Kutztown University

Kutztown, PA

Student Worker

September 20xx-Present

- Assist director and staff in office operations and tasks

Outback Steakhouse

Royersford, PA

Server/Hostess

September 20xx-Present

- Serve food, take orders, clean designated areas, ensure customer satisfaction

PROFESSIONAL INVOLVEMENT AND DEVELOPMENT

Pennsylvania State Education Association

20xx-Present

Vice President

Fall 20xx-Spring 20xx

- Attended PSEA State Conference in Pittsburgh, PA

March 20xx

Early Childhood Workshop, Kutztown University, Kutztown, PA

April 20xx

Literature Conference, Kutztown University, Kutztown, PA

April 20xx, April 20xx

REFERENCES

Available upon request

Anita Jobb

1234 Resume Road, Anywheresville, NJ 08234

609.555.5555, ajob****@live.kutztown.edu

OBJECTIVE

To teach Art Education. Willing to relocate. Interested in extra-curricular activities.

EDUCATION

Kutztown University of Pennsylvania, Kutztown, PA, May 20xx

B.S. Art Education

TEACHING EXPERIENCE

Art Instructor and Program Aide, May 20xx-Present

The Boys and Girls Clubhouse of Allentown, Allentown, PA

Assist with student relations. Coordinate daily activities for 150+ ages 5-14. Instruct and create lesson plans based around art related topics and activities. Work to improve appreciation and acknowledgement of art through display of children's artwork.

Teacher Candidate, Clinical Experience, Spring 20xx

Penn-Bernville Elementary, Tulpehocken, PA

Taught lessons in papermaking, paper sculpture, clay, drawing, and dance to grades K-6.

Teacher Candidate, Clinical Experience, Spring 20xx

William Allen High School, Allentown, PA

Taught collage, criticism, watercolor, art appreciation, linear perspective units to grades 9-12.

Professional Semester Student, Fall 20xx

Gateway School of Performing Arts, Reading, PA

Taught a lesson on linear perspective.

RELATED VOLUNTEER EXPERIENCE

Camp Counselor, Summers 20xx-20xx

Camp No Worries, South, NJ

Volunteered to work with children and siblings affected by childhood cancer. Created and implemented activities and art projects.

Mural Instructor, Summer 20xx

Foundation of the Arts and Sciences, North, NJ

Worked with children ages 6-10. Coordinated daily mural activities and supply orders.

PROFESSIONAL DEVELOPMENT

National Art Education Association (NAEA), Member

Fall 20xx-Present

Pennsylvania State Education Association (PSEA), Member

Fall 20xx-Present

References Furnished Upon Request

Jason Post-Bac

1234 Resume Road, Anywheresville, PA 18234

(610) 555-5555, jasonpostbac@gmail.com

OBJECTIVE

Secondary biology position in a progressive school district. Interested in coaching and sponsoring clubs and organizations.

SUMMARY OF QUALIFICATIONS

- Excellent communication skills
- Devoted to student achievement and success
- Experienced in various delivery methods and technologies
- Proven presentation and organization skills
- Proficient in MS Office, PC/MAC operating systems

TEACHING EXPERIENCE

Teacher Candidate, Clinical Experience

Reading High School

Spring 20xx
Reading, PA

- Taught 10th grade Biology
- Created instructional strategies for differentiated units

Teacher Candidate, Clinical Experience

Hamburg High School

Spring 20xx
Hamburg, PA

- Taught 9th and 10th grade Anatomy and Physiology, and Zoology

Professional Semester Student

Brandywine Heights High School

Spring 20xx
Topton, PA

- Co-taught 9th grade Biology course

RELATED EXPERIENCE

Education Ambassador Intern

Philadelphia Zoo

Summer 20xx
Philadelphia, PA

- Assisted with animal care and animal handling for education programs
- Conducted formal presentations and informal conversations to interpret daily activities and animal collection for visitors

Academic Tutor

National Tutoring Company

Summer 20xx
Anywheresville, PA

- Tutored students in biology, chemistry, genetics, geometry, algebra, SAT, ACT, and basic study skills

RELATED VOLUNTEER EXPERIENCE

Assistant Baseball Coach

Local High School Baseball League

20xx Season-Present
Anywheresville, PA

- Provide skill instruction and motivate student athletes
- Managing practice time and assist in managerial decisions

AmeriCorps*NCCC Member

AmeriCorps*National Civilian Community Corps

September 19xx-July 19xx
Charleston, SC

- Ten month residential national service program
- Served as 6th grade science class assistant
- Tutored patients in all subject areas at Little Rock Children's Hospital

Jason Post-Bac

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WORK EXPERIENCE

Environmental Data Analyst

Environmental Consulting Company

May 19xx-July 20xx
Charlottesville, VA

- Activities and duties supported U.S. Environmental Protection Agency
- Provided technical work related to contaminated properties and underground storage tanks
- Analyzed environmental data, statistics, and policies
- Developed and managed database and projects
- Researched and wrote technical reports to support programs

EDUCATION

Post-Baccalaureate PA Teaching Certificate, Biology 7-12

Kutztown University of Pennsylvania

August 20xx
Kutztown, PA

Major: Chemistry

Minor: Math

Rutgers University

August 19xx
New Brunswick, NJ

PROFESSIONAL MEMBERSHIP

American Federation of Teachers
PA State Education Association

May 20xx-Present
January 20xx-Present

HONORS

Dean's List

Fall 20xx-Spring 20xx

EDUCATION INTERVIEW QUESTIONS

Educational Background

- Please tell us about yourself.
- Briefly describe your transition from high school to college.
- What do you remember most about your own education?
- What is your philosophy of education?
- Why do you want to teach in our school district?
- What extra-curricular activities have you been involved in as a student?
- Describe a personal experience that had an impact on your teaching.
- What are your interests outside of teaching?

Motivation, Experience, and Training

- Why did you decide to enter the field of education?
- What was the most influential factor in your decision to become an educator?
- What do you enjoy most about working with young people? What do you enjoy least?
- What qualities do you have that make you an effective teacher?
- Describe your style of teaching.
- How will you motivate the reluctant learner?
- Describe your experience with special needs and/or diverse students.
- Tell me about your student teaching/internship experience(s). What was most effective for you?
- What was your biggest problem in student teaching? How did you resolve it?
- What was one thing you learned in your student teaching/internship that you were not properly prepared to deal with through your college preparation coursework?
- Tell me two areas of your teaching that your co-operating teacher would recommend improvement.
- What unique qualities do you possess that we should consider?

Goal Orientation and Work Ethic

- What would you like most of all, to accomplish during your career?
- What have you done that demonstrates initiative and a willingness to work?
- What do you plan to be doing in five years? What are your career goals?
- What task would you find most difficult in this position? Why?
- What about teaching is most rewarding to you?
- Describe an ideal teaching position.
- What has been your greatest achievement to date?
- Describe any innovative projects you have been involved in developing.

Teacher Planning/Preparation

- As your principal, what would I see when I enter your classroom?
- What would your introductory letter to parents tell them about you as a new teacher?
- How do you plan for a year? A week? A day?
- Can you give me an example of your organizational skills?
- Give me an example that demonstrates how you organized and maintained a system of records.

Lesson Planning

- What do you consider when preparing lesson plans?
- What do you include when you write objectives?
- What types of resource materials and/or technology do you like to use?
- Describe the best lesson you have delivered. Why was it successful?
- Give me an example of a time when your lesson plan did not go as planned and you had to regroup in the middle of the lesson.
- If I was your principal and we were setting goals for next year, what would they be?
- Describe how you build cross-curricular ties in your lessons.
- What materials do you use when teaching your subject?
- How would you use teacher aides and parent volunteers?

- How would you plan instruction and assessment to ensure that your students are progressing or the appropriate remediation plans are in place?
- How have your classes made use of the library?

Teaching Effectiveness

- How do you meet the range of skills and needs commonly present in a classroom?
- What subjects have you taught?
- How would you integrate diversity in your teaching?
- How would you as the teacher hold yourself accountable for the educational progress of your students?
- How do you stimulate active participation in the classroom?
- Give me examples of your strengths as a teacher? What do you bring to the classroom?
- How could you use team teaching to provide your students with a better education?
- What is your current philosophy of your subject area as it fits in the total education of a (elementary/middle/high) school student?
- Describe a teaching strategy you used to maximize the learning potential of all students.
- What bases do you/will you use for measuring your effectiveness as a teacher?
- How will you provide for a rich educational climate in your classroom?
- How would you challenge the slow learner and the advanced student within the same class?
- If I were to walk into your classroom unexpectedly, describe what you think I would discover about you as a teacher, and your students as learners in your classroom?
- Describe how you might go about integrating other subjects with the subject you teach.
- What three words would your students use to describe you as a teacher?
- How do you feel the “rapid learner” should be provided for in your area of teaching?
- What is the greatest attribute you can bring to a class of students?
- How would you work with students who perform below grade level, especially those from disadvantaged socio-economic backgrounds?
- Describe a time when you used your interpersonal skills effectively to resolve a problem with an irate person, perhaps a parent or other teacher, administrator.
- If pupils are having difficulty learning a skill or concept, what would you do?
- It seems like there is never enough time to cover the curriculum or to get children to master content and skills. Would you comment on that?
- Describe your ability to listen and be responsive. Can you give an example?
- What are your expectations for student achievement? How would you communicate these expectations to students?
- What procedures do you use to evaluate student progress besides using tests?
- What kind of relationship do you have with your students?
- Would you rather teach the slow learner or the advanced learner? Why?
- Describe different student learning styles or modalities of students and how you adjust lessons to benefit those differing styles.

Classroom Management

- Describe the toughest discipline situation you encountered and how you handled it.
- What classroom management techniques did you use during student teaching? How effective have they been for you?
- What are some characteristics of a well-managed classroom?
- How would you teach appropriate behavior in your class? How would you set expectations for behavior?
- How do you make students feel at ease around you, while still respecting you?
- Share your expectations for students’ behavior in class and how do you enforce those expectations.
- What methods would you use to minimize disruptive behavior?
- What does “classroom control” mean to you?
- Are you a “let them go to the pencil sharpener whenever they want” type of person or a “raise your hand and ask permission” type of person?
- Describe the ideal classroom.
- Describe a time on any job that you held in which you were faced with problems or stresses that tested your coping skills.

- Describe an instance when you had to think on your feet in the classroom to extricate yourself from a difficult situation.
- A student ridicules your assignment, saying it does not make sense. What do you do?
- What techniques do you use to increase the probability that students will behave appropriately?
- If you saw a student cheating on a test how would you handle the situation?
- After school, you come across a pupil whom you know is crying. He is 16 years old. You ask him what is the matter, and he says he was caught cheating. What would you do?

Student Rapport/Relationships

- How would your students describe you as a teacher?
- If I were a child, why would I want to be in your classroom?
- What do you feel is important for you to know about the students with whom you work? How do you go about gathering this information?
- If a student came to you and said, "None of the other students like me," what would you tell him/her?
- How do you give your students recognition? Do you think a student can have too much recognition?
- If a student said she thought you were the worst teacher she ever had, what would you say?
- How do you show your students that you understand them and their frustrations? Why is it important for a teacher to do this?
- What kind of student do you most/least like to work with?
- How do you feel when a student fails?
- A student tells you he or she is being abused at home. What steps would you follow?
- How do you reinforce self-esteem in students?
- What do you do to establish appropriate relationships with students, staff and parents?
- Through your teaching, do you think students can be changed?

Parent Rapport/Relationships

- Are parent/teacher conferences important? Why or why not?
- How would you use parents in the classroom?
- A parent calls and says that you embarrassed his child in front of the class. How are you going to respond to that parent?
- How do you engage a parent in the education of his/her child?
- Describe the reasons why you would contact parents.
- One of the goals in our district is to increase parental participation. What can you do as a teacher to support this goal?
- What are some methods of communicating student progress to parents other than report cards?
- A parent walks into your room before the school day begins, yelling and complaining about something you don't even understand. The parent is obviously very upset. What would you do?
- How will you try to involve parents who appear to be apathetic?
- What was the most difficult parental situation you have had and how did you handle it?

Staff Rapport/Relationships

- As a teacher new to a school, what would you see yourself doing to contribute to healthy staff relationships and to become a part of the staff?
- Rate yourself on being a team member and explain your rating.
- What kind of teachers do you prefer to work with? Why?
- You disagree with the principal's method of dealing with a situation - what would you do?
- What do you expect from your supervisor?
- What are some personality characteristics you find undesirable in people?
- How do you approach working with tenured, more experienced teachers?
- What do you do when a supervisor or principal criticizes a teaching technique that you are using?
- Describe a time when you adapted to different types of people.

Staff Development and Professional Growth

- Tell me about an experience that has greatly influenced you in your professional development.
- In what areas do you see the need for you to improve?
- Please give me your thoughts on some recent educational research that impressed you.

- Rate your leadership skills and cite one example of your taking the lead role in working with others.
- What are your plans for continuing your professional growth?
- If you were to tailor-make an in-service program for yourself, what would be included?
- What activities would you like to work with in our school?

Grading Systems

- What grading approach/system works for you?
- Under what conditions, if any, would most of your pupils receive D's and F's? How and why could this happen?
- How should a student's educational achievement and progress be measured?
- What would you do if 50% of your class did poorly on a test?
- Could a student of low academic ability receive a high grade in your class?

Technology

- In what ways do you use technology in your teaching?
- What do you see as the point of technology in the classroom?
- What internet sources do you regularly use in planning lessons?

Closing Comments/Questions

- Why will our district be better for hiring you?
- What things about yourself would you like to bring out that have not been brought out in the interview?
- Do you have questions or additional comments for us?
- Why should I choose you over any other candidate?

QUESTIONS TO ASK THE SCHOOL REPRESENTATIVE(S)

- Could you describe your new teacher-mentoring program?
- What are some of the common denominators among the district's successful employees?
- How does the organization define a successful individual?
- How is performance evaluated and how often? What measures of success are used?
- What are you most proud of about your school?
- What would faculty, students, and parents say are the strengths of your school?
- What new projects or ventures are contemplated in the near future? What future challenges does this department face?
- What types of school activities promote parent-teacher-student interaction?
- What priorities would you have for me as a new faculty member?
- How does the school district support professional development?
- What extracurricular activity opportunities might be available?
- How does the administration work with teachers to improve instruction?
- How has the district changed over the past 5 or 10 years?
- What is it about the organization that attracted you in the first place and kept you here?

Remember to send a thank you note to every person who interviewed you!

FINAL TIPS:

- Do not be overly critical of yourself if you are not offered a position; sometimes rejection has nothing to do with you, but more to do with the employer.
- Try to gain something from every interview and any failures—view them as part of the learning process.
- The Law of Averages: The more you receive the answer, “no,” the closer you are to getting a “YES”!
- Remember: the Career Development Center is here to help!