

A a B b C c D d E e F f G g H h I i J j K k L l M m N n

Resume, Interviewing, & Job Search Preparation for School-Certified Education Professionals

Career Development Center

www.uwm.edu/Dept/CDC

Mellencamp 128 (414) 229-4486

(Watch the website for up-to-date information relating to recruitment fairs,
on-campus interviews, job search resources, and special events)

Express Lane

First-come, first-serve 10-15 minute questions

Typical Express Lane topics: resume/cover letter reviews and brief job search
and interview questions.

Monday 4:00 - 5:45 p.m.

Wednesday 2:00 - 4:00 p.m.

Tuesday and Thursday 9:30 - 11:30 a.m. **Friday** 10:30 a.m. - 1:00 p.m.

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RESUME CONTENT

YOUR NAME

Street Address, City, State, Zip

(Area Code) Phone Number

E-mail

Website (*Optional*)

OBJECTIVE SECTION - Optional, but highly recommended

- An objective demonstrates how your skills/background add value to an organization by using language from the field and from the job posting or position description for which you are applying. It presents what you can do for the organization - not what they can do for you.
- Objectives are generally 1-3 lines in length and are typical for entry level resumes. Bulleted points may be used to expand and add specifics. Begin with the specific job title or type of job you are seeking. Follow this with 1-3 qualifications you offer of interest to the employer including:
 - Prior experience
 - Educational background
 - Skills which benefit the employer
 - Areas of knowledge/expertise
 - Interests/values
 - Personal traits
- Avoid meaningless overused phrases such as...
 - challenging position
 - opportunity for advancement/growth
 - fast growing organization
 - dealing with people
 - entry level/full-time

EDUCATION SECTION

Educational Institutions - Required

- List institution name, post secondary degree(s) received and dates earned or expected (In reverse chronological order).
- Include major, minor, area of concentration, or specializations.
- List city & state when looking outside of state where employers may be unfamiliar with your college location.
- Don't include institutions you attended, but didn't receive a degree from, GPAs under 3.0, and years enrolled.

Educational Highlights - Optional

- May include relevant courses and skills/knowledge learned, special projects, G.P.A. if over 3.0, honors, awards, scholarships, thesis, research projects, percent of college expenses earned, extracurricular activities.
- This information may be included in the education section or listed in its own section(s) depending on the type and length of information presented. Appropriately title the section(s) according to the type of information it details.

CERTIFICATION(S) / LICENSE(S) SECTION - Required

- DPI certification/license name, number, and date you expect to receive it. If you already have your certification/license include the date it expires. If you unsure of your certification number, check with the UWM Teacher Licensing and Certification Office in Enderis 210 / 414-229-4153.

Certifications at UWM:

- Early Childhood (PreK-grade 3)
- Middle Childhood through Early Adolescence (grades 1-8)
- Early Adolescence through Adolescence (grades 6-12)
- Early Childhood through Adolescence (grades K-12)

RESUME CONTENT - CONTINUED

EXPERIENCE SECTION - Required

- Experiences may include paid, unpaid, volunteer, community, and significant educational activities such as student teaching, fieldwork, internships and extracurriculars.
- List experiences in reverse chronological order. Include employer, city and state, your title, and dates - typically on two lines and arranged identically for all experiences within a section.
- When describing your skills, accomplishments, & responsibilities...
 - Write in a telegraphic style (short phrases). Complete sentences are not needed.
 - Begin each statement with an action verb. Do not use phrases, such as "Duties included," "Responsibilities included," or "Responsible for."
 - Write objectively - no I's, me's, my's, etc.
 - State present position in present tense and past positions in past tense.
 - Use **bold type**, underlining, and CAPITALIZATIONS to highlight information.
 - **Don't include** street address, zip codes, phone numbers, names of supervisors or reasons for leaving prior positions. You will only need this information for applications.
- Use the following questions to help you determine aspects or your experiences to describe.

Teaching Related Experiences:

- What type of classroom environment did you teach in (urban, multicultural, SAGE, immersion, etc)
- What grade level (s) and subject area(s) did you teach?
- Did you teach students with learning, physical, cognitive, emotional, and other disabilities?
- Are there student characteristics important to highlight such as ESL, bilingual, at-risk, multicultural, etc?
- What types of units and lessons did you develop? (thematic, integrated, interdisciplinary, etc.)
- What teaching methods did you use? (cooperative learning, hands-on, student-centered, direct instruction, whole language, project based, etc.)
- Did you adapt your lessons/teaching to different learning styles and levels of knowledge?
- What classroom management techniques did you implement?
- What forms of assessment did you use?
- Did you work with colleagues? (teachers, administrators, social workers, etc.)
- Did you interact with parents?
- Did you attend IEP meetings, staff meetings, trainings, etc?
- Were you active in extracurricular activities? (coaching, drama club, yearbook, open house, fieldtrips, etc)

Fieldworks: May describe one or all fieldworks.

- Use the same questions under Teaching Related Experiences.
- Be sure to especially include those that highlight work with a special population, setting, or technique that are not represented in other positions on the resume.
- Fieldworks will most likely be eliminated from your resume as you gain professional experience.

Other Experiences: May describe one or multiple positions.

- What skills did you develop/use? (oral/written communication, organizational, problem solving, creativity, Recording keeping, prioritizing projects, working in stressful environments, computer, etc)
- Did you work with co-workers? Demonstrate teamwork/teambuilding?
- Did you train, supervise or assume leadership roles?
- Did you solve problems? Make decisions or recommendations?
- Did you gather and/or analyze information?
- How well were you able to meet deadlines and handle pressure?
- Did you utilize and/or develop technical/computer skills?
- Did you produce documents and/or reports?

- If you have many experiences, consider using a condensing technique focusing on relevant skills. Examples of this technique can be found on pages 10 and 14.

RESUME CONTENT - CONTINUED

HONORS / AWARDS / SCHOLARSHIPS SECTION - Optional

- Include college academic achievements and maybe high school if you are a traditional aged college student.
- Consider explaining why you received the award/scholarship if it's not obvious by its name. Such as, "XYZ Scholarship – Based on academic achievements, volunteering, and leadership skills".

EXTRACURRICULAR ACTIVITIES SECTION - Optional

- List activities from college and maybe high school if you are a traditional aged college student. These may include sports, drama, music, clubs, student organizations, etc. List beginning and ending dates or number of years you participated in each activity. Also, include if you held a leadership position or served on a committee.

VOLUNTEER / COMMUNITY ACTIVITIES SECTION - Optional

- Depending on the relevance and importance of the volunteer position(s) related to the position you are applying for, these activities may be their own section and/or included within the Experience Section.
- There are varying degrees of information that you may list for these types of activities. You may include the organization / event, city, state, beginning and ending dates or number of years you participated in the activity, and a description of your responsibilities and skills. However, there may be instances where you don't include any information about the dates/years or about your responsibilities and skills and just list the organization / event.
- What and how much information you include about your volunteer activities depends on many factors. If you have questions about this, please speak with a career counselor in Express Lane.

ADDITIONAL ACTIVITIES / SKILLS SECTION - Optional

- Title may be one section or multiple sections. Be sure to title the sections according to type of information presented
- These additional activities and skills may include professional associations, trainings, seminars, certifications, licensures, computer skills, languages, international travel, activities related to music, arts, cultures, etc.

ACTION VERBS

Accelerate	Conduct	Enlarge	Initiate	Persuade	Return
Accentuate	Consolidate	Enlist	Innovate	Plan	Review
Accomplish	Construct	Ensure	Inspect	Practice	Revise
Achieve	Consult	Enter	Install	Predict	Revitalize
Act	Contact	Establish	Institute	Prepare	Revive
Adapt	Contribute	Estimate	Instruct	Prescribe	Save
Administer	Control	Evaluate	Integrate	Present	Schedule
Adhere to	Convert	Examine	Interact	Preside	Screen
Advance	Convey	Exceed	Interpret	Prevail	Secure
Advise	Convince	Excel	Interview	Prevent	Seize
Advocate	Coordinate	Execute	Introduce	Prioritize	Select
Allocate	Correct	Exhibit	Invent	Process	Sell
Analyze	Correspond	Expand	Invest	Produce	Serve
Apply	Counsel	Expedite	Investigate	Program	Share
Approve	Create	Explain	Join	Project	Simplify
Arrange	Critique	Explore	Judge	Promote	Solve
Assess	Cultivate	Extract	Launch	Prompt	Sponsor
Assign	Customize	Facilitate	Learn	Propose	Start
Assist	Decide	Feature	Lecture	Protect	Stimulate
Assume	Decrease	File	Led	Prove	Streamline
Attain	Define	Finalize	Listen	Provide	Strengthen
Audit	Delegate	Finance	Locate	Publicize	Study
Attend	Deliver	Fix	Maintain	Purchase	Submit
Authorize	Demonstrate	Form	Make	Pursue	Suggest
Balance	Design	Focus	Manage	Qualify	Summarize
Boost	Designate	Foster	Market	Quantify	Supervise
Bought	Determine	Fulfill	Master	Rate	Support
Brief	Develop	Furnish	Maximize	Reach	Surpass
Budget	Devise	Forecast	Measure	Realize	Survey
Build	Diagnose	Formulate	Mediate	Reason	Sustain
Calculate	Direct	Found	Merge	Receive	Synchronize
Chair	Discharge	Gain	Mobilize	Recognize	Synthesize
Chart	Discover	Gather	Model	Recommend	Teach
Check	Dispatch	Generate	Modify	Reconcile	Test
Clarify	Display	Guide	Monitor	Record	Track
Classify	Dissect	Handle	Motivate	Recruit	Train
Coach	Divert	Head	Navigate	Reduce	Transcribe
Collaborate	Document	Help	Negotiate	Refer	Transform
Collect	Draft	Hire	Observe	Regulate	Translate
Combine	Earn	Hone	Obtain	Rehabilitate	Troubleshoot
Command	Edit	Host	Operate	Relate	Tutor
Commission	Educate	Hypothesize	Orchestrate	Reorganize	Uncover
Communicate	Elect	Identify	Order	Remodel	Undertake
Compare	Eliminate	Illustrate	Organize	Repair	Unify
Compile	Emphasize	Improvise	Outline	Report	Update
Complete	Employ	Influence	Originate	Represent	Upgrade
Compose	Empower	Inspire	Overcame	Research	Utilize
Compute	Enable	Implement	Overhaul	Resolve	Validate
Conceive	Encourage	Improve	Oversee	Respond	Venture
Conceptualize	Enforce	Incorporate	Perform	Restore	Verify
Conclude	Engineer	Increase	Participate	Resume	Volunteer
Condense	Enhance	Indicate	Persist	Retrieve	Write

RESUME DOS AND DON'TS

RESUME MANAGEMENT

DO...

- Allow time to perfect your resume and make the effort and investment to produce a quality finished product. Expect an average of 4-5 drafts before you have a finished product.
- Get your resume critiqued by a Career Development Center staff member during Express Lane walk-in hours or a scheduled appointment. See front cover of this packet for Express Lane hours.
- Get multiple critiques from people who know about grammar, writing resumes, and the career field.
- Keep your resume up-to-date even when you are not actively looking for a job. At least every 6 months, add promotions, new responsibilities, skills gained, achievements, trainings, etc.

DON'T...

- Use computerized templates (such as Microsoft Resume Wizard). They are restrictive and are more frustrating than helpful.
- Send a resume without a cover letter.
- Expect the same resume to work in all marketplaces. Target your resume to each position.
- Use a resume-writing service. Writing your resume helps you to identify and communicate your skills, which will pay off in the interview.

APPEARANCE

DO...

- Print the resume in **black** ink on white quality paper (at least 50% cotton). Other off-white colors are acceptable.
- Use non-decorative/serif fonts such as Times, Century, Georgia, and Palatino with a size of 10-12 pts..
- Set margins at .75 to 1 inch on all four sides of the page.
- Use **bold type**, underlining, and CAPITALIZATIONS to highlight information.

DON'T...

- Use justified text blocks which put odd spaces between words. Instead, make your type flush left.

FORMAT / LAYOUT

DO...

- Use two pages if needed. Two page resumes are the norm in the field of education.
- Seek guidance about whether a chronological or functional resume format would best market your skills.
- Consider a bulleted style to make your resume more reader-friendly.
- Create experience headings that market your transferable and/or job specific skills.
- Place most important material with greatest amount of detail at the beginning of each job description and resume section.

DON'T...

- Have a resume that looks cluttered or has formatting/layout inconsistencies.
- Make paragraphs longer than ten to twelve lines or five to seven bullets.

RESUME DOS AND DON'TS - CONTINUED

CONTENT

DO...

- Expand on points related to the position and condense less relevant info.
- Emphasize your skills and accomplishments relevant to the job for which you are applying.
- Highlight transferable skills (oral and written communication, teamwork, organization, time management, multi-tasking, problem solving, etc.)
- Quantify your work and show results. Show how much you increased revenue/cut costs, number of customers/clients you served, how many people you trained, products/procedures you developed, etc.
- List extracurricular activities that demonstrate teamwork, leadership, time management, commitment to community, drive and competitiveness, etc.
- Include your computer skills.
- Show the employer how you are qualified for the job. Most employers scan a resume for 15 to 20 seconds to decide whether to discard it or mark it for further review.
- Include multiple ways for an employer to reach you such as permanent and school addresses, home and cell phone numbers, email, etc.
- Be careful when referring to religion, political party, national origin, sexual orientation, or statements that may indicate these. Despite the law, there are still prejudices. Consider using general terms instead of specific organizations' names.

DON'T...

- Overlook unpaid experiences. There are many skills you can demonstrate from volunteering or being active in student organizations, community groups/activities, or athletics.
- List only jobs, position titles, companies/organizations, and dates. Include relevant responsibilities, skills, and accomplishments.
- List high school in your education section. However, you may still include high school achievements/activities such as scholarships, athletics, clubs, etc.
- Include hobbies or extraneous information to fill space unless they have a specific purpose such as tying you to the geographic region or demonstrating a relevant skill.
- Include reasons for leaving previous jobs, names of former supervisors, employer addresses or phone numbers, height, weight, age, date or place of birth, marital status, sex, ethnicity/race, health, or social security number (except on an international resume).
- Emphasize skills and job activities you don't want to do in the future, even if they represent great strengths for you. Why describe how great your clerical skills are if you don't want to do clerical work in the future? Focus on other aspects of the job instead.
- Lie on your resume or embellish your achievements. Don't round up your GPA.
- State salary or wage requirements. If requested in the job announcement, address them in your cover letter.
- List references on your resume. Keep references on a separate sheet and provide them only when they are specifically requested.

CONTENT

DO...

- Write in a telegraphic style (concise phrases). Complete sentences are not necessary.
- State present position in present tense and past positions in past tense and start every statement with a strong action verb.
- Avoid abbreviations when possible.

DON'T...

- Use personal pronouns (I, me, my, his, her, their, etc).
- Use phrases, such as "Duties included," "Responsibilities included," or "Responsible for."

John Dough

555 ABC Drive, Milwaukee, WI 55555
555-555-5555 doughj@yahoo.com

OBJECTIVE

Teaching position in PreK-3rd grade classroom using hands-on motivational teaching techniques incorporating creativity and parental involvement.

EDUCATION

Bachelor of Science in Early Childhood Education, May 2007
University of Wisconsin-Milwaukee, Milwaukee, WI

CERTIFICATION

Wisconsin Early Childhood (PreK-3rd), Expected Summer 2007

Once you receive your license, change the expected date to the expiration date.

STUDENT TEACHING EXPERIENCE

Student Teacher - Clarke Street School, Milwaukee, WI Spring 2007

- Manage 1st - 3rd grade high-scope inclusive classroom in a culturally diverse school.
- Teach lessons in all academic subjects.
- Develop thematic unit on weather using age appropriate hands-on activities and manipulatives.
- Implement reading unit incorporating cooperative learning and family involvement.
- Adapt teaching style and materials to meet the learning needs of all students.
- Create weekly parent/family newsletters to increase parental involvement and collaboration.
- Apply classroom management through progressive measures involving personal responsibility, rewards and consequences.
- Attend administrative meetings, trainings, and parent/teacher conferences.
- Collaborate with special education teacher, teacher's aide, and professional teachers.
- Supervise students on fieldtrips.

FIELDWORK EXPERIENCE

Field Experience - 21st Street School, Milwaukee, WI Fall 2006

- Assisted in K-4 Head Start classroom with an emphasis on health education and parental involvement.
- Contributed to student learning in small group, individual and whole class settings.
- Developed lessons in areas of reading, math, social studies, and science.
- Initiated activity to help students become more familiar with use of the school library.
- Integrated reading lessons for at risk students.
- Led morning calendar time.
- Conducted parent/teacher conferences.

ADDITIONAL TEACHING EXPERIENCE

Assistant Teacher - ABC Child Care Center, Milwaukee, WI 2005-Current

- Design age appropriate activities and art projects for students in K4 and K5 classrooms.
- Develop and implement lessons, activities, and field trips around weekly themes.
- Plan lessons focusing on social and emotional development as well as collaboration among students.
- Build partnerships with families through daily communication.
- Coordinate family breakfast and ice cream social.

TUTORING & CHILD RELATED EXPERIENCE

Nanny - Private Residence, Whitefish Bay, WI 2005-Current

- Care for children ages 2, 4, and 10.
- Plan educational and recreational activities.
- Tutor children in reading, math, and social studies.
- Assist family with enforcing consistent discipline.

Volunteer Tutor - Pierce Elementary, Milwaukee, WI 2004-2005

- Promoted literacy by reading to students ages 7-12 and assisted with daily homework.

Volunteer Tutor - Milwaukee Rescue Mission, Milwaukee, WI Spring 2004

- Tutored fourth grade Milwaukee Public School students.
- Provided support related to home and school issues.
- Positively influenced students conceptions towards education.
- Advised students on proper choices.

Held numerous babysitting and informal tutoring positions for children three to ten years of age.

MANAGEMENT & COMMUNICATION EXPERIENCE

Assistant Manager - Sentry, Milwaukee, WI 2005-Current

- Train staff in areas of team communication and proper customer service.
- Work collaboratively with and supervised staff.
- Develop weekly staff shift schedule.
- Apply problem solving skills and patience to effectively resolve customer concerns.

ACTIVITIES

- Student Wisconsin Education Association March 2006-Current
- High School Student Council 2001-2003
- SADD (High School) 2000-2003
- High School Orchestra 2000-2003

References and Portfolio Available

BETTY BOOP
bettyboop@uwm.edu

CAMPUS
555 XYZ Drive
Milwaukee, WI 55555
414-555-5555

PERMANENT
School House Road
Green Bay, WI 54440
920-555-5555 (cell)

OBJECTIVE **Elementary teaching position** offering the ability to...

- develop and implement an integrated curriculum that is developmentally appropriate and meets the individual needs of each child.
- create an environment which helps to promote self-discovery, exploration, and critical thinking.
- enhance child development by emphasizing active learning and problem-solving skills.
- utilize various strategies to increase communication with and involvement of family members.

EDUCATION University of Wisconsin-Milwaukee, Milwaukee, WI Major GPA: 3.9/4.0
Bachelor of Science in Elementary Education December 2006
Focus areas: Science and Social Studies

Once you receive your license, change the expected date to the expiration date.

CERTIFICATION Wisconsin Middle Childhood through Early Adolescence (1-8) #72, Expected February 2007

CLASSROOM TEACHING EXPERIENCE **Student Teaching** (4th grade) September 2006 to January 2007
Good Hope Elementary School, Milwaukee, WI

Classroom Highlights

- Developed and implemented holistic/thematic unit on "Flooding" interrelating materials through math, geography, science, and reading areas.
- Taught science unit incorporating cooperative learning, hands-on activities, technology, and student centered learning activities.
- Implemented cultural research unit, involving students interviewing family members.
- Consulted with special education teacher to adapt materials for students with IEPs and 504s.
- Applied a range of classroom management techniques including personal responsibility, positive reinforcement, rewards, and consequences.

Additional Activities

- Attended and contributed to IEP meetings.
- Conducted conferences with parents and guardians.
- Recruited and integrated parents into classroom activities.
- Assisted in seasonal pageant presentation by all grades.
- Participated in all available professional development workshops.

Fieldwork Fall 2003 to Spring 2006
Samuel Clemens Elementary School (K5), Philipp Elementary School (3rd grade)
Kluge Elementary School (5th grade), Sarah Scott Middle School (6th grade)

- Team-taught third grade science unit utilizing hands-on experiments to demonstrate the effects of temperature.
- Utilized hands-on manipulatives and cooperative learning focused math activities.
- Created reading unit utilizing paperbacks and daily newspapers.
- Conducted reading groups, workshops, and guided reading in whole language environment.
- Developed cross-curriculum units to increase understanding of content and relationship of content to children's experiences.
- Designed and created bulletin boards to display student work.

BETTY BOOP

Page 2

ADDITIONAL TEACHING & TUTORING EXPERIENCE

Day Camp Counselor (7-13 years of age) September 2004 to January 2006
Salvation Army, Milwaukee, WI

- Taught at-risk youth communication and teamwork skills through various educational and recreational activities.
- Served as role model in promoting positive self-esteem and proper conflict management.
- Supervised numerous field trips for groups of 50+.

Volunteer Teaching Assistant (K5, 1st grade, 3rd grade) Fall 2003 to Fall 2005

West Elementary School, Waukesha, WI

Little Tikes, Wauwatosa, WI

Spring Green Elementary, Milwaukee, WI

- Assisted with guided reading instruction, reading groups, and reading tutoring.
- Tutored students individually and in small groups in all subject areas.
- Supervised children on fieldtrips and activities within the community.

SPECIAL NEEDS EXPERIENCE

Adult Recreation Staff Summers 2005, 2006

Easter Seal Kind Care, Milwaukee, WI

- Assisted in coordinating recreational and social activities for individuals with disabilities.
- Gained knowledge of various disabilities and appropriate accommodations.

Volunteer Teaching Assistant

August 2001 to May 2002

Teacher Aid Program, Madison, WI

- Designed and taught daily math and reading lessons to a student with autism.
- Collaborated with regular education teacher and special education teachers to monitor and assess student's learning.

COACHING EXPERIENCE

Little League Softball Coach and Umpire Summers 2004-present

Milwaukee Parks and Recreation Department, Milwaukee, WI

- Provide leadership and structure to practices and games for children 7-9 years of age.
- Teach and role model sportsmanship, team cooperation, positive conflict resolution, and commitment to goals.
- Adapt leadership style to the individual needs of each child.
- Build self esteem in all players through positive feedback.
- Develop supportive relationships with children, parents, and members of the community.

PERFORMING ARTS & ATHLETIC ACTIVITIES

• Performances in community and school theaters, 8 years

• School orchestra, 5 years

• First place ratings in regional and state for cello, 2 years

• Soccer, 6 years competitive

• Varsity softball, 3 years

• JV volleyball, 1 year

HONORS & SCHOLARSHIPS

• National Honor Society, 2 years

• International Thespian Society, 2 years

• Senior Athletic Scholars Award, 2000

• UWM School of Education Scholarship

• Wisconsin Academic Excellence Scholarship

• UWM Dean's List, 8 semesters

Jane Doe

2310 Murray Street
Milwaukee, Wisconsin 53211

(414) 555-0000
doejane@dsd.uwm.edu

Objective

Elementary teaching position offering the ability to inspire and motivate students to learn and embrace educational opportunities.

Education

University of Wisconsin - Milwaukee
Post-Baccalaureate Program in Elementary Education, June 2007

Mount Mary College, Milwaukee, Wisconsin
Bachelor of Arts in Psychology, May 2003

Certification

Wisconsin Middle Childhood through Early Adolescence (1st-8th) #72, Expected Summer 2007

Student Teaching Experience

Once you receive your license, change the expected date to the expiration date.

Lowell Elementary School, Milwaukee, Wisconsin
Student Teacher, 3rd grade, Spring 2007

- Manage classroom with 50% bilingual students.
- Develop thematic and child centered units incorporating technology and the arts.
- Use various instructional methods including whole language, phonics, manipulatives, and direct instruction.
- Accommodate students with special needs including ED, LD, ADHD, and physical disabilities.
- Participate in IEP meetings and regularly collaborate with special education teacher and social worker.
- Create classroom management system using behavior charts, public praise, and private redirects.
- Facilitate positive relationships with parents through open house, daily notes, and parent/teacher conferences.
- Assist with after school day care, science fair, book fair, and fieldtrips.

Field Experience

Samuel Clemons Elementary School, Milwaukee, Wisconsin
Field Experience, 1st grade SAGE classroom, Fall 2006

- Designed and implemented thematic units and lessons.
- Utilized various forms of assessment.
- Tutored students with IEPs.
- Assisted with parent/teacher conferences.
- Led student groups during educational fieldtrips.

Richard Kluge Elementary School, Milwaukee, Wisconsin
Field Experience, 5th grade, Spring 2006

- Developed and taught lessons in science and math that encouraged cooperative learning.
- Adapted curriculum and teaching style to meet student's individual needs.

Keefe Aveune Elementary School, Milwaukee, Wisconsin
Field Experience, 8th grade, Fall 2005

- Tutored students one-on-one and in small groups in math, reading, and writing.
- Participated in planning and supervising fieldtrips.

Jane Doe - Page 2

Additional Teaching Experience

YMCA, Milwaukee, Wisconsin

Dance Instructor, *ages 5-12*, January 2003-present

- Teach children ballet and jazz.
- Adapt lessons to the individual needs and progress level of each student.
- Choreograph and organize annual dance show.

Training & Communication Experience

Held management and training positions within customer service and sales environments from 2000-present

- Train new associates and coach employees in one-on-one situations.
- Manage staff and store operations.
- Apply strong communication and problem solving skills to enhance customer satisfaction.
- Handle difficult situations in a professional manner.
- Coordinate numerous tasks simultaneously in a fast paced environment.
- Recognized for sales volume, flexibility, teamwork and positive attitude.

Community Involvement

Coordinated and/or participated in numerous fundraisers and social service activities including, but not limited to...

- AIDS Walk Wisconsin - participant and volunteer, 4 years
- Meals on Wheels, 4 years
- St. Joseph's Hospital, 3 years
- Al's Run - participant and volunteer, 2 years
- Church fundraisers and festivals

Extracurricular Activities

- Student Council, 3 years
- Future Business Leaders of America, 3 years
- Choir, 7 years
- DECA, 1 year
- Basketball, 10 years competitive
- Swimming, 10 years competitive

Professional Development

- In-service on Balanced Literacy, 2006
- Six Traits Writing Workshop, 2006
- American Sign Language Course, 2005
- Math seminar, 2005
- Student Wisconsin Education Association, 2005-present

DORA THE EXPLORER

123 Swiper Street, Milwaukee, WI 55555
414-555-5555 • doraexplorer@uwm.edu

EDUCATION

University of Wisconsin-Milwaukee
Bachelor of Science: Middle/Secondary English Education, May 2007
Will graduate Suma Cum Laude – GPA: 3.8/4.0

Once you receive your license, change the expected date to the expiration date.

CERTIFICATION

Wisconsin Early Adolescence through Adolescence in English (6-12), #300, Expected Summer 2007

STUDENT TEACHING AND FIELD WORK EXPERIENCE

Student Teacher: *Pulaski High School, Milwaukee, WI* January 2007-present

- Teach three periods of English to 10th and 11th graders in multicultural setting.
- Instruct students through interdisciplinary whole language/content thematic units integrating technology and cooperative learning.
- Use reading strategies such as outlines and anticipation guides to activate students' prior knowledge.
- Create interdisciplinary units integrating history, geography, and math.
- Motivate and empower students through a positive hands-on learning environment with opportunities for students to make choices in assignments.
- Adapt curriculum to meet the needs and interests of students including varied learning styles and ESL and special needs students.
- Apply classroom management techniques that emphasized trust, respect, and personal responsibility.
- Communicate with parents and guardians regularly to ensure student success.
- Participate in parent teacher conferences and complete student progress reports.
- Assist with publication of student run school newspaper.

Student Teacher: *Greenfield School, Milwaukee, WI* September 2006-December 2006

- Taught one 90-minute block English class to 8th grade bilingual students in a monolingual classroom.
- Implemented writing workshop and peer reviews to strengthen writing skills and increase understanding of the writing process.
- Assisted students with development of semester long portfolios including essays and art projects.
- Collaborated with special education teachers to adapt lessons and assignments to accommodate the needs of special education students.
- Modified lessons and assignments to allow more investigation for advanced students.
- Called each student's home to build positive parent-teacher relationships.
- Accompanied classes on field trips and educational outings.

Field Work: *Jefferson Middle School, Milwaukee, WI* Spring 2006

- Assisted 7th grade students in small groups, one-on-one and whole class settings.
- Developed and taught language arts and reading lessons.
- Tutored and assessed students in reading and writing.
- Participated in and chaperoned field trips.

DORA THE EXPLORER

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TUTORING EXPERIENCE

English Tutor: *Riverside High School, Milwaukee, WI* March 2005-May 2006

- Tutored in individual and small group settings.
- Used tutoring strategies to effectively assist students at various levels.
- Increased motivation, understanding of setting/reaching goals, and appreciation for academic development.
- Collaborated with students to set individual goals and reviewed portfolios to assess achievements.

Tutor: *Gear-Up Program, UW-Milwaukee, Milwaukee, WI* August 2004-April 2005

- Tutored students in English, social studies, and math in individual and group settings.
- Taught effective study skills, decision making, and problem solving strategies.

LEADERSHIP & PROGRAM DEVELOPMENT EXPERIENCE

Assistant Playground Director: *Glendale Parks & Rec Dept, Glendale, WI* March 2005-May 2006

- Assisted program director in developing and implementing ten-week summer program for children ages 6-12.
- Planned and implemented recreational, educational, and social activities incorporating weekly themes.
- Communicated with parents about child's progress and accomplishments.
- Developed supportive and personal relationships with children, parents and members of the community.

COACHING / TEACHING EXPERIENCE

Swim Instructor: *YMCA, Milwaukee, WI* March 2005-present

- Teach swimming lessons and manage behavior of large groups to ensure safety and success.
- Integrate teaching philosophy emphasizing team cooperation and positive self-image building.
- Communicate student progress to parents.
- Follow Red Cross and YMCA lesson standards.

Additional experiences include:

- Special Olympics Swim Coach
- Gymnastics Instructor for park and recreation program
- Assistant High School Swim Instructor

ATHLETIC ACTIVITIES & AWARDS

- UWM swim team member, 2004-2007
- UWM swim team captain, 2006
- UWM Athletic Director's Award for highest GPA of all student athletes

MEMBERSHIPS

- Student Wisconsin Education Association
- National Council for Teachers of English

ADDITIONAL SKILLS

- *Language:* Working knowledge of Spanish acquired through 6 years of study.
- *Computer:* Microsoft Word, Works, Access, Excel, PowerPoint, and Adobe Photoshop.

LETTERS OF RECOMMENDATION / REFERENCES

It's been said that... "resumes win interviews, but references win job offers".

In the field of education, you are expected to have letters of recommendation from your references. These may also be referred to as credentials.

PROVIDING LETTERS OF RECOMMENDATION / REFERENCES

- You do not need to provide your references until the employer requests them, however, plan ahead so you are prepared to submit them at any time during the application process.
- It will vary as to when your references are requested. They may be asked for early as part of the application materials or later after interviews or other procedures.
- Show the employer you are prepared by bringing your letters of reference to the interview. If the interviewer does not ask for them, be proactive and offer them.

CHOOSING YOUR LETTER WRITERS / REFERENCES

- Choose people who can provide positive feedback regarding your teaching and experience working with children/youth. They should validate and reinforce the accomplishments and skills on your resume.
- Don't assume people will act as references for you. You must ask them. Approach a potential reference with a tactful request such as: "Do you feel you know my work well enough to act as a positive reference for me?"
- Most employers require three references, however, at times more may be needed. Asking more than three people to write letters for you will give you the option to pick which ones you believe are the strongest or most appropriate for each position and/or district.
- Plan ahead and cultivate your letter writers. Identify people in your life that it would "look good" to have letters from. Develop relationships with these people so you can ask them later on to serve as a reference. Such as asking the principal at the school where you are student teaching to come observe you.
- Consider the following types of people to act as references:

Strongly Preferred

- Cooperating teacher
- University supervisor
- Principal
- Supervisors from other teaching experiences
- Supervisors from other child/youth related experiences

Less Preferred (but still an option)

- Supervisors from non-teaching/child experiences
- Contacts from volunteer / community activities
- Contacts through professional organizations
- Colleagues
- Mentors / Coaches

LETTERS OF RECOMMENDATION / REFERENCES - CONTINUED

PREPARING YOUR LETTER WRITERS / REFERENCES

- Once an individual has agreed to be your reference, ask to meet in person to provide information about yourself. This will help to ensure they write about the areas you think they can most demonstrate. They will also appreciate you clarifying what you think they could write about you.
- Provide your reference with the following (in conversation and in writing).
 - Your resume, portfolio, licenses, etc
 - Specifics on how long you've known them and in what capacities
 - Examples of relevant job skills, knowledge, and achievements you've demonstrated
 - Personal qualities that make you a good employee
 - Past weaknesses that you have now strengthened
- If your references asks you for examples and/or guidelines for writing letters of recommendation, you may want to refer them to these sites that specifically address how to write letters for educators.
 - Stellar Letters of Recommendation
<http://content.scholastic.com/browse/article.jsp?id=4149>
 - Guidelines for Writing Letters of Recommendation and an Example
http://career.clemson.edu/faculty/writing_guidelines.pdf
 - Sample Letter of Recommendation for a Teacher
<http://www.eduers.com/reference/teacher.htm>
 - More Sample Letters of Recommendation for a Teacher
http://www.joyjobs.com/cv/ikl/koller_recommendation.htm
- Contact your references each time you give their names/letters to an employer. Also, notify them of the specific position you have applied for and why you think you're qualified. This will help them to be prepared to provide a solid reference for you. Ask them if you could check in periodically to find out if they have been contacted or if they prefer, they could let you know when they have been called.

MAINTAINING RELATIONSHIPS WITH YOUR LETTER WRITERS / REFERENCES

- During your job search, take time to thank your references and update them on how your search is going.
- Once you have received a job, send another thank you to your references to share the good news and let them know their time and assistance paid off.
- After your job search is over, maintain contact with your references to prevent stress in having to rebuild these relationships in the future. Occasionally send a note to share with them new skills and knowledge you've gained.
- View reference cultivation as a career-long process and always be aware of who might make a good reference.

COVER LETTER CONTENT

Your Street Address
City, State, Zip Code
Date

<2-4 or more lines>

Employer's/Contact Name
Employer's/Contact Position Title
School District/Organization
Street Address
City, State, Zip Code

<2 lines>

Dear _____:



- Addressed to a specific person if possible. Call for a name. Use Mr. or Ms.
- If unable to get a name, use a title - Dear Human Resource Director, Dear Administrator

Pointers

- On same paper & in same font as resume
 - No longer than one-page
 - Typically 3-5 paragraphs, singled spaced, with double spaces between paragraphs
 - Give each paragraph a focus/theme
-
-

INTRODUCTION

- Why you are writing - Position you are applying for or inquiring about
- Source of referral, if any (Ask permission to use the person's name)
- Why you are interested in that position and/or the school/district

<2 lines between paragraphs>

MAIN BODY

- Your qualifications and accomplishments pertinent to the position and/or school /district's needs
- Concrete examples of your skills and experiences
- What you can do for the school /district
- What you know about the school /district

<2 lines between paragraphs>

CLOSING

- Statement of appreciation
- Date you will follow-up with additional information (which could include meeting times)
- Phone number/email and best contact methods

Sincerely,

<4 lines>

Your Name (Signature directly above it)

<2 lines>

Enclosure

COVER LETTER EXAMPLE

123 Park Place
Milwaukee, WI 53218
April 20, 2007

Mr. Edward Norris
Human Resources Director
Make Believe School District
536 First Street
Milwaukee, WI 53208

Dear Mr. Norris:

I am writing to apply for the Elementary Teacher position posted on your school district's website. I will be receiving my Bachelor of Science degree in Elementary Education in May 2007 and look forward to entering the professional teaching ranks at Make Believe School District.

In my current student teaching of a fifth grade class at Any Where School District, the whole language approach to all aspects of learning is a focal point of growth for me. I work with a wide diversity of learners including two children with special needs. Individualizing the lessons and materials for different types of learners in the classroom has resulted in all children having the opportunity to demonstrate and be recognized for their strengths among their peers. My research on Make Believe School District has revealed a strong commitment to individualization and cooperative learning which I would be excited to be a part of.

In addition to my student teaching, I have several years of experience working with children in various settings. I have been a lifeguard for four summers at a camp that is based on social group work. This management style gave me an opportunity to work with children in the same type of self-esteem building and cooperative, safe environment that I hope to provide in my classroom. Managing 400 children each summer, two staff members, and three different Red Cross curriculum based courses was a challenge that I feel prepared me well for many aspects of classroom management.

Working with children provides me great enjoyment and I look forward to the opportunity to bring my skills and passion to the Make Believe School District. As requested in the job posting, I have enclosed my resume, transcripts, and letters of recommendation. Thank you for your time.

Sincerely,

(Name signed here)

Margaret Teacher

Enclosures

ANSWERING INTERVIEW QUESTIONS

Interviewers Tend to Explore...

Five General Areas

1. Education
2. Work experiences (Especially student teaching, child related experiences, leadership activities, and experiences useful to the school's extracurricular activities)
3. Career goals
4. Personal qualities
5. Knowledge of the school/district or the field

Five Education Specific Areas

1. Specifics of student teaching experiences (group, population, setting, etc)
2. Classroom management, teaching philosophy, etc.
3. Specific content taught and curriculum/lesson development
4. Demonstrated human relations with children as well as adults
5. Leadership experience

Interview Question Formats

- Situational (Relate to a hypothetical situation) - "What would you do..."
- Observational (Relate to a third party's actions) - "What are your thoughts on..."
- Conceptual/Personal (Relate to a teacher's beliefs, values, and personal philosophy) - "What is your philosophy of..."
- Behavioral (Relate to actions taken in past situations) - "Tell me about a time when..."

Preparing for Interview Questions

- Think the above ten topics above in advance.
- Decide which points you want to highlight about these topics if given the opportunity.
- Think how the questions on pages 23 & 24 could be related to points you want to highlight.
- Anticipate and rehearse interview questions and techniques.

Responding to all Interview Questions

- Relate your strengths and qualifications to the teaching position.
- Focus on how you can be an asset to the employer.
- Organize and outline the information in your head before you respond.
- Be specific. Give examples. Be realistic.
- Don't be afraid to ask for clarification of questions.

Responding to Specific Types of Questions

Open-Ended Questions

Think about which of the areas above, that the question pertains to. An open-ended question such as, "Tell me about yourself", could be related to your education, work experience, career goals, or any of the other areas. Since you've thought about points you'd like to highlight in advance, utilize this chance to highlight one. Focus on the employer's needs and give examples.

Weakness Questions

First, remember that you are not necessarily "under attack". Focus your answer toward the interviewer's underlying concern, which is often whether or not you have the ability to self-evaluate or to accept criticism. Give an example of an innocuous weakness and explanation of steps you have taken and plan to take to improve that weakness.

Illegal Questions

There are several possible strategies to be used in answering illegal questions, including pointing out the illegality of the question, refusing to answer the question, answering the question directly, "finessing the question", or using humor to deal with the situation. All of these methods can be appropriate for some people, in some situations. If you utilize any of these methods, be sure to think through the possible results. Probably the most effective method for both parties is to get at the underlying issue. Ask why the question's answer has a bearing on the position.

COMMERCIAL / STRUCTURED INTERVIEW ASSESSMENTS

Commercial / structured interview assessments are instruments that school districts use to screen and hire teachers who demonstrate particular personal traits or qualities. These interviews are scripted, structured and criterion scored. The three most used commercial teacher interviews are TeacherInsight, Automated Teacher Screener, and Teacher Perceiver.

TEACHER INSIGHT (Online)

The **TeacherInsight** Survey was developed by the Education Division of the Gallup public opinion polling organization. It is based on questions from two teacher surveys that are about 20 years old, the “Teacher Perceiver” and the “Urban Teacher Perceiver”. Today, the survey is used in about 1,500 districts nationally. The assessment requires approximately 40 minutes to complete.

There is also a shorter version for schools with a high volume of teacher candidates called the **Automated Teacher Screener (ATS)**. The ATS processes candidates through an automated telephone interview in which they answer 69 questions in 12 minutes based on a 5-point Likert scale. Based on the candidates score, the district may interview them using the longer TeacherInsight or the face-to-face Teacher Perceiver.

MPS uses an Urban TeacherInsight and Waukesha School District uses the Automated Teacher Screener.

How TeacherInsight works:

1. Candidates answer multiple-choice and open-ended questions online using a 5-point Likert scale. Questions focus on three areas:
 - Teaching philosophy - To what extent is there a mission to teach, to what extent is teaching not a job, but a mission, a calling?
 - Relationships - How does the candidate create relationships with colleagues, students and parents?
 - Instructional approaches - Does the candidate see a class or a group of individuals?
2. Candidates’ answers are compared to Gallup’s pool of 400 high-quality teachers, identified nationally by teachers, principals and parents and a percentile ranking (0-99) is calculated based on his/her predicted potential for teaching success.
3. Candidates’ scores are reported directly to the district’s central office databases where they are available to principals and human resources staff, but not to candidates or anyone else in the district.

TEACHER PERCEIVER (Face-to-Face)

The Teacher Perceiver interview is based on a twenty year study of the key traits of teachers most successful working with students. This interview can take upwards of two hours to administer in full so districts may use shortened versions in interviews and at fairs. Teacher Perceiver questions may also be seen on district application forms and on WECAN.

How Teacher Perceiver works:

1. Candidates answer 63 open ended questions. 60 of them related to the twelve teacher perceiver themes and 3 questions related to how the candidate felt about taking the interview.
2. The trained interviewer scores the candidate’s responses based on “listen-fors” – specific phrased or concepts that reflect the themes. For example, one question might ask the applicant what is most rewarding about teaching and only a response that stresses student growth or success would earn a point.

COMMERCIAL / STRUCTURED INTERVIEW ASSESSMENTS - CONTINUED

Teacher Perceiver Themes:

- Mission – The teacher's goals is to make a significant contribution to student growth.
- Empathy – The teacher deals with the individual student's feelings and thoughts.
- Rapport Drive – The teacher likes students and promotes warm, accepting relationships.
- Individualized Perception – The teacher considers the interest and needs of each student.
- Listening – The teacher listens to students' feelings with responsiveness and acceptance.
- Investment – Teacher satisfaction comes from the learner's response, not teacher performance.
- Input Drive – The teacher searches for new ideas and experiences to share with students.
- Activation – The teacher motivates student to think, respond, and feel in order to learn.
- Innovation – The teacher is determined to implement creative new ideas and techniques.
- Gestalt – The teacher tends toward perfectionism, but the individual student is still considered first.
- Objectivity – The teacher responds to the total situation rather than with impulsive reactions.
- Focus – The teacher has models and goals and selects activities in terms of these goals.

Sample Teacher Perceiver Questions:

- What do you want to accomplish as a teacher?
- How will (do) you go about finding out about students' attitudes and feelings about your class?
- An experienced teacher offers you the following advice: "When you are teaching be sure to command the respect of your students immediately and all will go well." How do you feel about this?
- How do you go about deciding what it is that should be taught in your class?
- A parent comes to you and complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?
- What do you think will (does) provide you the greatest pleasure in teaching?
- How do you go about finding what students are good at?
- Would you rather try a lot of way-out teaching strategies or would you rather try to perfect the approaches that work best for you? Explain your position.
- Do you like to teach with an overall plan in mind for the year, or would you rather just teach some interesting things and let the process determine the results? Explain your position.
- A student is doing poorly in class. The student tells you that you are the poorest teacher he/she has ever met. What would you do?
- If there were absolutely no restrictions placed upon you, what would you most want to do in life?

Adapted from *Commercial Teacher Interviews and their Problematic Role as a Teacher Qualification* by Scott A. Metzger and Meng-Jia Wu. April 2003. <http://www.msu.edu/user/mkennedy/TQQT/Documents/CommercialInterviews.htm>

FREQUENTLY ASKED INTERVIEW QUESTIONS

GENERAL QUESTIONS

- How did you select your major?
- What grade level do you prefer?
- What are your strengths?
- What are your weaknesses?
- How have your past experiences prepared you for teaching?
- Tell me about your student teaching experience. What were your most important accomplishments? What difficulties did you encounter?
- What curriculum materials have you developed?
- How have you used (or would you use) aides or parent volunteers in your classroom?
- How have you involved parents in the learning process? Describe how you would establish and maintain positive relationships with parents?

SUBJECT AREA AND GRADE LEVEL QUESTIONS

- How have you emphasized the development of basic skills? What skills do you feel are most important at this grade level (of subject)?
- What do you feel are the most important things students should learn at your grade level (in your classroom, subject area)?
- What do you feel is your strongest subject (or teaching) area? What subject is most difficult to you?
- Discuss a critical issue in your subject area.
- How do you teach reading (math, science) in your classroom? Describe a typical lesson?
- What should students have gained from having taken your course? Why is your field important for a student to study?

TEACHING TECHNIQUE QUESTIONS

- Describe your typical teaching style. What teaching techniques do you use?
- Describe a teaching strategy you used to maximize the learning potential of all students.
- What innovative ideas would you like to initiate in your classroom?
- Define cooperative learning and give an example of how you have used it.
- How would you individualize instruction to meet the needs of all your students? Would individualized instruction be a part of your teaching day?
- Describe a closure activity.
- How do you motivate students? Name three effective ways to motivate students.

PROFESSIONAL ACTIVITIES / KNOWLEDGE QUESTIONS

- How have you recently improved your professional skills? What are your plans for future education / skill development?
- What professional journals do you read regularly? What have you read in the last six months or year?
- What are the qualities of some of the best teachers you studied with? Do you share any of their qualities?

FREQUENTLY ASKED INTERVIEW QUESTIONS - CONTINUED

PHILOSOPHY OF EDUCATION QUESTIONS

- What do you consider an ideal class size?
- How do you personally feel students learn?
- What is your philosophy on homework?
- What is your philosophy on team teaching?
- What should schools do for students?
- What would be your ideal educational philosophy of a school/district?
- Describe the role of the teacher (principal, student, counselor) in the learning process.
- What is your philosophy on grading, report cards, classroom management?
- What issues in education are of greatest concern to you?
- What is the toughest aspect of teaching today? What are some of the challenges of being an educator?
- What are your concerns and outlook for the future of public education?

ASSESSMENT / EVALUATION QUESTIONS

- How do you appraise your teaching performance? How do you determine if your students are learning?
- What forms of assessment do you use? Do you grade on ability or effort?
- How do you feel about observations by supervisors?
- How do you communicate with parents about a student's progress?
- How would your students describe you?

CLASSROOM ORGANIZATION / LESSON PLANNING QUESTIONS

- How is (was) your classroom organized?
- Are you well organized?
- What type of learning environment do you try to create?
- How do you structure your class to achieve maximum benefit from teacher/student contact?
- How do you handle the different ability levels of students? Different cultures? The gifted? Educationally or economically underprivileged? Limited English-speaking?
- Do you believe in detailed lesson plans? In lesson planning, how do you organize and prepare your material?
- Describe the specific components or steps of an effective lesson plan.

CLASSROOM MANAGEMENT QUESTIONS

- What classroom management system do you use?
- How do you handle discipline problems?
- What is the toughest aspect of discipline?
- How would you handle cheating?
- Explain the structure of your discipline plan. What rules do you establish in your classroom?
- How would you handle a student who is a consistent behavioral problem in your classroom?
- How would you handle a student who refused to do what you asked?
- If students tell you they have engaged in some illegal or immoral activity, what would you do?

QUESTIONS TO ASK AN EMPLOYER IN AN INTERVIEW

Effective questions to ask of the employer are:

1. Tailored to the particular district.
 2. Used to gather information and locate needs, so you can demonstrate how you could fill those needs.
 3. Used to confirm facts, showing you have done your homework and have thought about how you can make a contribution.
- How would teacher and/or parents describe your district/school?
 - What is the largest single problem facing your staff now?
 - How does the district/school meet individual student needs?
 - What is the district/school doing to improve classroom instruction?
 - How much support can I expect the principal and parents?
 - What makes a teacher successful in this school/district?
 - What support systems are available to a new teacher?
 - How is your district involving parents in the education process?
 - What are you seeking in the candidate for this position?
 - What classroom management techniques are used in this district/school?
 - Does the district encourage decision making at the school/classroom level?
 - Why is this position open?
 - How are teachers evaluated?
 - What is the student-teacher ratio?
 - Would I be part of a team teaching situation?
 - What are the strengths of the current staff?
 - What type of staff development is available?
 - What type of technology is used in the classrooms?

JOB SEARCH CHECKLIST / TIPS

Hiring in the field of education takes place year round, though the majority of hiring happens from March through mid-September. December graduates should consider submitting applications for substitute positions.

NOTE: You do not need to have your student teaching finished or have received the official copy of your teaching license from DPI to begin applying for jobs.

____ TALK WITH YOUR COOPERATING TEACHER

Talk with your cooperating teacher about needing to leave the classroom for interviews, career fairs, and other Special events related to finding a job. If you didn't do this at the beginning of the semester, remember, it's never too late. Cooperating teachers understand the importance of finding a job and will usually work with you to the best of their abilities.

____ PREPARE YOUR RESUME

Prepare a resume and cover letter and have it critiqued by a Career Development Center staff member during Express Lane or an appointment. Don't wait to complete your student teaching to start putting your professional resume together.

____ ESTABLISH REFERENCES AND ASK FOR LETTERS

Begin identifying and asking people to be your references and write letters of recommendation for you. Be proactive and cultivate relationships with people who would be strong letter writers. Consider asking a principal to observe you teaching so you can later ask them for a letter of reference. To assist your references with how to write a letter of recommendation see www.uwm.edu/Dept/CDC/education_references.html

JOB SEARCH CHECKLIST / TIPS - CONTINUED

COMPLETE THE WECAN APPLICATION

WECAN is a job listing and application website for many Wisconsin school districts. If you are looking for positions in Wisconsin you'll want to complete the WECAN application and 12 questions. Some postings on WECAN will not require the 12 questions so after only completing the application form you may be able to apply for jobs.

Access WECAN at <http://services.education.wisc.edu/wecan/>

REGULARLY CHECK JOB POSTINGS

Regularly watch for job openings posted on/in...

- WECAN
- School district websites. Directories of Milwaukee area and national school districts can be found at www.uwm.edu/Dept/CDC/education_jobsearch.html.
- Education employment websites. These sites can be found at www.uwm.edu/Dept/CDC/education_jobsearch.htm
- Local newspapers and papers from cities you might be interested in moving to. Many newspapers' are online.

LOOK CLOSELY AT DISTRICT APPLICATION PROCEDURES

Pay attention to each district's application procedures as they vary from district to district. Candidates may be eliminated from the hiring process if they do not follow directions. If you have questions about the application process or the materials requested, call the district. Within one week of applying to a district, follow up to confirm that you have submitted the proper information and ask when they will be notifying people if they have received an interview.

ATTEND A TEACHER RECRUITMENT FAIR

Consider attending one or more Wisconsin or mid-west recruitment fairs. Information on these fairs can be found at www.uwm.edu/Dept/CDC/education_fairs.html

NETWORK – IT'S WHO YOU KNOW

Networking is one of the most important aspects of your job search. Networking may happen directly with people you know or with people you just meet. Just think - that person sitting next to you on the airplane may be related to someone who does the hiring for a school district that you are interested in. First, contact everyone you know. You can take a direct approach and ask for job leads or try a less formal approach and ask for information, advice, and referrals to other people. For more information on networking see www.uwm.edu/Dept/CDC/research_talk.html

DEVELOP AND MAINTAIN A JOB SEARCH SYSTEM

It is essential that you develop and maintain a system to record and organize your job search materials including:

- Job advertisements for jobs you applied for. Print these immediately from websites before they are removed.
- Copies of application materials you submit to each district.
- Dates you applied for jobs, when to make follow up contact, and dates of actual follow up.
- Names, dates, and times of job interviews. Dates you sent thank yous and additional follow up.
- Names of people to network with. Names, dates, and times of informational interviews.
- Daily, weekly, and monthly goals and rewards you give yourself for reaching goals.