



Education Employment Guide

Career Tool Kit for Teachers

CONTENTS:

- Self-Managed Credentials, p. 2*
 - SeaWork p. 3*
 - Your Job Search & Correspondence p. 3*
 - Education Job Fairs, p. 8*
 - Resumes p. 9*
 - Cover Letters, p. 11*
 - Interviewing, p. 12*
 - Frequently Asked Questions, 14*
 - Appendix, p. 17*
- (Sample Resumes, Cover Letters, Thank You Letters)*

THE CAREER CENTER

University of North Carolina Wilmington
www.uncw.edu/career
910-962-3174 ph
910-962-4257 fax

SELF-MANAGED CREDENTIALS

WHAT IS A SELF-MANAGED CREDENTIAL FILE?

A self-managed credential file consists of signed letters of recommendation that are collected, maintained, administered and sent by you directly to prospective employers. It may be maintained online in SeaWork.

WHAT DOCUMENTS MAKE UP A SELF-MANAGED CREDENTIAL FILE?

- Resume and/or cover letter
- Degree-posted transcript (electronic version). These are not official transcripts.
- Letter of Completion from WSE (electronic version)
- 3-5 letters of recommendation
- Praxis scores (if necessary)

WHOM SHOULD I ASK TO WRITE A LETTER OF RECOMMENDATION?

- Cooperating / partnership teacher
- UNCW supervisor
- UNCW faculty
- Other teachers that observed you teaching
- Field experience teacher
- Mentor teacher
- Principal / Assistant Principal
- Current or former employer
- Coaches
- Supervisor
- Student organization advisor
- Volunteer / community affiliation

WHAT DO I NEED TO DO TO ASK SOMEONE TO WRITE A RECOMMENDATION?

Always ask permission to use someone's name as a reference and before you give them the reference form. Provide the reference with a current resume. This will give them a broader view of your qualifications. Keep them informed about your job search and bring them into your network. Be sure to send a thank you note to each of your references after you have obtained employment. Yes, these are the same people you list on your application or send with your resume.

HOW DO I OBTAIN LETTERS OF RECOMMENDATION?

You may obtain letters of recommendation by requesting them directly from the writer. The Teacher Recommendation Form is available online for you to forward to the writer by email in Word or pdf format. The forms are found in SeaWork and the Career Center web site.

Options for obtaining letters of recommendation:

1. **Non-Confidential Forms:** once the form is complete, the writer will email it back to you for you to upload into your SeaWork account. It is important that you maintain current letters of recommendation.
2. **Confidential Forms:**
 - a. Send the writer an email address or fax number and have him/her send it directly to HR
 - b. Provide the writer an addressed, stamped envelope to have it mailed directly to HR
 - c. Provide the writer an envelope and ask him/her to seal it in the envelope, sign the envelope, and pick it up to mail with your other application materials

HOW & WHEN DO SCHOOL SYSTEMS RECEIVE MY CREDENTIALS?

You, as the applicant, are responsible for supplying your credentials when requested by the employer or when completing your teaching application. In some instances, employers do not request credentials until they have completed their initial screening process; in other instances, you need to send your completed file as soon as possible to the HR department in the school system.

CAN THE CAREER CENTER ASSIST ME?

Absolutely! We want you to be successful in your job search. We are pleased to meet with you individually to answer any questions you may have about self-managed credentials, resumes, cover letters, and job search strategies.

HOW TO START YOUR FILE:

1. Login to SeaWork from www.uncw.edu/career. Update your profile if necessary.
2. Upload your documents: go to My Account in the top bar and select My Documents. You can upload your resume, cover letter, and non-confidential letters of recommendation. Confidential recommendation letters will not be uploaded into SeaWork.
3. Scroll down to see the list of document categories. Go to the appropriate one and click on Upload File.
4. Select your document from your computer, CD, or jump drive and name it appropriately...click Upload File.
5. You can view and edit your resume from this system.
6. Be sure to upload your reference page and letters of recommendation. The Career Center will upload your transcript, Praxis Scores, and Letter of Completion.
7. You can save these documents to your own computer as well. Mail, fax or email them to the county. Always follow-up by email or phone to that employer to see if they received the documents.

SEAWORK

<https://www.myinterfase.com/uncw/student>

UNCW STUDENTS & ALUMNI LOGIN:

Log into system using your Username and Password

- Your Username is your UNCW student ID number.
If you do not know your ID number, you can find it at this Web site: <https://appserv02.uncw.edu/dasapps/getid/>
- Your Password is the portion of your e-mail address before the “@.” Password is case sensitive. If needed, click “Forgot your password?”, and a new password will be sent to the e-mail address in your account.

UPDATE YOUR PROFILE:

- The first time you log into your account, you will be ask to update your profile.
- Put your cursor over “My Account” and select “My Profile”.
- You will see sections containing Personal Information, Demographic Information, Skills and Additional Information.
- Each section will have an [Edit] link. Click on this link to edit fields within the section.
- Carefully go through each section and complete all of the fields making sure to click on the Save button. Required fields are marked with an asterisk (*).

NOTE: The more detailed you provide your profile, the better we will be able to assist you.

SEARCHING FOR JOBS AND INTERNSHIPS:

- Put your cursor over Job Search and click.
- Fill in the search criteria to narrow your job search OR just click the Search button (without entering any search criteria) to
- view all current jobs.
- Click on the Job ID to see the specifics of the position and how to apply.

YOUR JOB SEARCH & CORRESPONDANCE

TIPS:

- Complete North Carolina online teaching application at <http://www.ncpublicschools.org/employment>
- Busiest hiring season for school systems: April – August
- Attend job fairs
- Mail, email, or **drop off resumes to principals**
- Don't just complete the online application and expect to get an interview...work your job search!!
- Network – make connections
- Be aware that many new teachers are hired after classes start in August

STRAIGHT FROM THE PRINCIPALS:

1. Dress professionally, both for the interview and the job.
2. Clearly indicate your certification area and desired position on the resume
3. Always provide a list of your references with their contact information. Do NOT list “references available upon request” on the resume. It slows things down.
4. Complete all your paperwork with the county office. Follow the guidelines for applying for jobs as posted on the counties' web sites. Fill out the online application before sending your resume.
5. Preferred method of contact is email or U.S. mail. Many principals do NOT like to be called by candidates asking for interviews or when they can stop by for a visit
6. Some principals prefer candidates drop off the resume at the school. “...some of my best hires were willing to do an interview after walking into the school office to deliver their resume – shows confidence, preparedness, and eagerness for getting a job.”
7. Do NOT appear to be “all-knowing.” Understand that you will need to continue to learn and grow in your teaching career.
8. Be careful about name dropping in an interview. Principals will look for familiar names on the reference page
9. Most new teachers won't have much professional experience and that's okay. Principals look for related experience such as volunteering at schools, camp counseling, church youth group leader, tutoring, etc.

TEACHING AS A CAREER CHANGE: HOW CAN I COMPETE WITH NEW GRADS?

Knowing – and Marketing – Your Special Skills as a Seasoned Professional

- Show your enthusiasm. Demonstrate that you have the energy and passion to compete with younger new grads.
- Recognize that you can combine subject area content with life context.
- Emphasize that children do not intimidate you. You have enough emotional and age distance from your students to gain their respect, if you merit it.
- Emphasize that parents do not intimidate you. If you are a parent yourself, you have the ability to understand a parent's point of view.
- If you are a parent, stress that you have already encountered – and dealt with – many of the problems that you will face in the classroom.
- Highlight your geographic stability. This can be a disadvantage, of course – you may not be free to relocate anywhere – but it can be an advantage, too. You are not going to leave the area readily if you are an established member of the community.
- Accentuate your professional stability.
- Market your transferable skills on your resume – highlight your life experiences, qualities and qualifications.

GENERAL JOB SEARCH TIMETABLE

4 - 5 Months Prior to Graduation:

- Work on your resume and get it finalized. Have it reviewed by a career counselor (e-mail, drop-off, resume appointment) and print it on high quality paper.
- Network by contacting friends, faculty members, et al, to inform them of your career plans. Give each contact a copy of your resume.
- Identify references (cooperating teacher, UNCW supervisor, professors, past / current employers) and ask them if they will be willing to write reference letters. You will need to wait to ask your cooperating teacher and UNCW supervisor until you have completed a portion of your student teaching internship.
- If you have job search questions, please see a career counselor or visit the Career Center web site at www.uncw.edu/career
- Contact schools advertising for teachers in your field. Complete your county teaching applications. You may do one online application or fill out individual county applications.
- Begin keeping a log of key events in your final student teaching experience so that you can talk about those events in an interview.
- Moving out of NC? Check certification transfer requirements at <http://www.uky.edu/Education/TEP/usacert.html>

1 - 3 Months Prior to Graduation:

- Hand out the Career Center references forms to your cooperating teacher and UNCW supervisor. Be sure to upload these documents into your SeaWork account to self-manage your file.
- Continue completing teaching applications for NC or out of state.
- Attend the Career Center Education Job Fair and other teaching job fairs
- Work on your interview style and questions. Sign up for a mock interview.
- Make sure your resume is complete and upload and publish it to SeaWork.
- If possible, invite your principal, or assistant principal, to observe you in your classroom so he/she can write a letter of recommendation for you.
- Continue to monitor vacancies online.
- Mail out your resume, cover letter and list of references to principals at individual schools. Be sure to follow-up at a later date.
- Research school systems that interest you.

Graduation and Post-Graduation:

- Make sure you complete your self-managed credential packet in SeaWork. Get your recommendation letters in there.
- Keep up the job search process if necessary. Many teaching jobs are filled just as the school year starts in August and are continued to be open throughout the year.
- Consider job offers and celebrate your new job!!

TEACHER JOB SEARCH SURVEY RESULTS:

The Career Center staff conducted a teacher job search survey during Spring/Summer 2009 to find out the best ways to find a teaching job in North Carolina. This survey was sent out to teachers in the following counties: New Hanover, Brunswick, Pender, Onslow, Columbus, Charlotte-Mecklenburg, and Wake. Below is a list of comments / advice from current teachers. For complete survey results, check the Career Center web site at www.uncw.edu/career.

What advice would you offer future teachers as they search for a teaching position?

- Think positive, be determined, and plan for the most likely questions
- Patience: Graduating in May is hard because you want to go out and have a job instantly. However, schools are dealing with EOG testing and end of the year aspects that are first priority. Also, most teachers who are not coming back the next year don't know until the end of the summer, which was what happened in my case. #2: Remember that everyone knows everyone one way or another. A principal may have a friend who works at another school or another county who worked with you or knows you personally....always maintain a professional attitude and maintain all relationships....NEVER BURN A BRIDGE WHEN POSSIBLE!
- Always be professional, dress nicely for interviews, be familiar with and use academic terms correctly, emphasize team player approach, be familiar with how to individualize instruction especially for special ed students, be energetic and enthusiastic. Be positive and express your teaching style.
- Always dress professionally, show up many times to be noticed
- Always keep an open mind! Always be yourself, do not try to be someone you are not.
- Apply to many LEA's. Also present yourself well for an interview and be prepared when coming to the interview.
- Be Flexible and be superman(woman)....meaning able to do a lot of extracurricular jobs
- Be on top of current information and be willing to relocate if necessary
- Be open-minded. Sometimes the situation we think we would like best, isn't our favorite; sometimes the situations we believe we wouldn't like, turn out to be the best growing opportunities!
- BE PATIENT! Sometimes it takes awhile for positions to become available, I got my job just a few weeks before the new school year started, but it was well worth the wait!!!
- Be patient. Many teachers I know did not get hired until the end of the summer. For me, my first choice did not even have an opening until the end of August. I am now glad I did not receive an offer earlier because I would have accepted just to be certain I had a job. For me it really worked out in the end but there are no guarantees. it is really really hard to wait to hear after the interviews.
- Be patient and persistent, talk to people in person, follow up phone calls, thank you notes after interviews, be prepared, and be yourself. You must go to the school and ask to speak with the principals.
- Don't be afraid to go outside of New Hanover County. Apply everywhere you can.
- Be prepared for interview questions. Don't answer what you "think" interviewers want to hear, instead be ready to give good solid ideas and sound solutions. Also make sure they know you are a team player....especially at Middle School.
- Be professional and don't try to make yourself out to be so much more than you really are. Be professional from the very beginning. Be the teacher that schools want to hire.
- Be willing to come in as an interim or substitute teacher. Get to know the principal and show him your skills and abilities, let him know you would be an asset to his school.
- Be willing to move, do extra duties, and get to know the other interns well so they can network with you and other teachers/administrators they meet.
- Diversify when adding/acquiring area(s) of certification! With special ed, (MR), K-6, and add on AIG, I have moved 4 times in N.C. and never gone one day without a teaching job.
- Do your own research, not just what is written in mission statements, rather what actions within the school support the words. It is very important to find a job - be sure YOU are happy working in "that environment" without support and having that zing when you leave to meet students every day. It is difficult to stay in education.
- Don't give up & don't be too specific in your expectations (county, school, etc) - try to develop a strong relationship with the teachers and administrators at your school get to know as many people in as many places in the education field as possible. Don't limit yourself to a specific location. Don't limit your options. Apply at various school systems.
- Don't give up and I understand that you may not want to teach particular subjects but to get your foot in the door you do what you have to. You never know you may end up really enjoying the subject.
- Don't just drop off a resume. Go to each school and try to personally talk to the principal. Keep calling and checking back with the schools. Put the word out among those you know in the system already, that you are interested in any positions available.
- Dress and speak professionally, follow-up every contact/interview with a short letter expressing appreciation and interest in the position
- Follow up on inquires by phone calls and on site visits. Follow up with everything you do- thank you letters, etc..
- Get as much teaching experience as you can while taking classes and doing your internship
- Get involved as a volunteer at local school and community activities geared towards children. **Networking is key.**
- Go in person to schools and seek out the administrator with resume' in hand. Keep going back. Make yourself the squeaky wheel in the most professional way you can. Be flexible and listen to what they tell you about the needs of their individual schools. Follow up.

- Go on as many interviews as you can and polish your interviewing skills. Know your teaching philosophies and teaching strategies. ALWAYS SHOW THAT YOU WANT TO CHALLENGE YOUR STUDENTS TO ACHIEVE HIGHER STANDARDS.
- Go to as many job fairs as you can and talk to principals and teachers when possible.
- Hand-carry resumes and letters of interest - deliver them in person! Ask to speak to an administrator, if one is available, and hand it directly to them. Do research on the schools you are applying to - know what you are talking about if you go for an interview!
- Have all documentation in order. Get as many different areas of certification on your certificate as possible. Understand and convey the knowledge that you know that teaching is hard work and you are willing to do it.
- Have someone conduct mock interviews with them prior to having an actual interview. Know who you are interviewing with and what their likes and dislikes are.
- I advise them to be realistic. I wanted a job in New Hanover County however Pender County Schools offered me a position first. I took the job in Pender County Schools because I knew that it was a smaller system and there would be less competition for the job. If I waited for New Hanover County Schools, I may not get the offer due to the number of applicants.
- I think it helps a lot to work as a sub or take a position as a tutor or work for someone on medical or maternity leave. The more you are in the schools making yourself known and showing what you can do, the more the administration will remember you. Even if they don't have a position, they will be more likely to recommend you to a principal.
- Submit letters of interest and resumes to each school in the county in which you are interested. It is not a bad idea to go and drop them off in person, especially in the summer when the principal has more time to talk.
- I would have resume and professional portfolio ready to be handed in at a moment's notice.
- If possible, get to know the administrators and the area. Substitute or volunteer in the school, so the staff will get to know you.
- It is OK to accept a position that is not ideal for you, you need to get a start somewhere and you can move on from there to a more desirable district / school
- It may take awhile to get that first job, or even that first interview. Be patient, but also be aggressive. Follow up once you've dropped off your cover letter and resume with a phone call or email!
- Keep a blog or email address currently listed on your resume or web page since technology is the key tool for employers today. It is quick and easily accessible to use.
- Keep an open mind, every school is not the best of experiences but it makes you grow and learn as a teacher and as a person!!!!
- Keep going to the schools to introduce yourself to the principals. Let your face be known.
- Keep your professional relationships with colleagues!
- Know your strengths and clearly present them and know exactly what you want. Show that you CARE about children.
- Leave all options open. Even if you take a position for a year that you don't think would be your ideal. Think of it as a learning experience, do your best, and keep your eyes and ears open for where you want to be. Don't burn any bridges. They are hard to rebuild.
- Let the interviewer know that this is not just a job but a way of life, because it is.
- Look sharp and know a little about the school you are going to be interviewing at so that it supports your teaching philosophy.
- Make a good impression during your internship. Get to know the principal during this time.
- Make a teaching portfolio. Include in your portfolio a philosophy statement and evidence of work you have completed in the education field. Be patient and go to a lot of schools.
- Make contact with principals. Be willing to go above and beyond. Keep a positive attitude.
- Make sure that this is what you really want to do...and go for it. Don't give up.
- Make sure you get out and personally drop off your resume and follow it up with an electronic version through email. Constantly check the job postings. Don't be afraid to take a TA position to get your foot in the door.
- Make sure you take your PRAXIS II early!
- Make yourself available and let the principals put a face with a name. Make an impression when you first visit the school with your resume. All eyes are on you, whether it is the principal's or the staff. I have had people drop off resumes to our school and the principal was busy or not there and the first question that I was asked was what was your impression of that person.
- My advice, be flexible and don't pin your hopes on just one school system. Bottom line, economic times are starting to restrict new hires, you have to be willing to go where the jobs are or be prepared to wait.
- Network with teachers in the county where you want to work. Present your physical presence rather than just a resume. Network with colleagues and college professors and career center staff.

- Perseverance and continually monitor the job market and when interviewing be decisive but willing to be part of a 'team'. Persistence! Keep calling, wait in offices to see principals, and don't give up!
- Practice for your interviews. All interviews are different and you need to be prepared for a variety.
- Put your face out there. Let people see you and know your name. Be persistent without being pushy. Make follow-up calls to schools after leaving your resume.
- Realize you may need to take a position you might not want at first, but at least your foot is in the door. Teachers change schools and grade levels all the time. Take what you can get in the beginning. You will end up where you want to be sooner or later.
- Right now it's tough (economically), but, keep track of openings through the internet. If there is a particular school you are looking at, start subbing and get your name and face out there, so if a position becomes open, you have clout to stand on and have shown dedication and your potential! Be willing take a job even if it's not exactly the grade level or school of choice, you could be very surprised that you may end up really enjoying it or if not, at least you are in a school and could change grades within that school if you are unhappy.
- Search for jobs that are in high demand and take as many praxis exams as you can that are in your areas of interest. It will pay off in the end. Often, it is the determining factor of whether or not you will be hired.
- Send many, many, many resumes out and do follow-up phone calls and visits to the schools - even if they are in a different town!
- STAND OUT! Find some niche unique to you - make sure it is one needed in the educational field. Be prepared to put everything else on the back burner until accomplish your goal. Also - sub. in various grades, schools to make sure you have picked the right school. I would rec. rural schools. It is harder to find teachers there and usually the atmosphere is family oriented and they are quick to make you a part of their family.
- Start early getting your name out there. Also, if you like the school you are doing your internship, let them know as soon as possible that you are interested.
- Start looking and applying early and don't limit yourself to only a few counties. You have to be willing to move to other areas. So many people want to live near the beach and with UNC-W being here and being a great school for educators, many people don't leave and positions are few and far between.
- Start networking and getting your face out there early in your internship...and be willing to be open to new locations! Send out as many resumes as possible. I was still receiving phone calls in August about vacancies.
- Study hard, learn much, and remember first impressions DO count. If you are looking for a job you need to be "on" at all times--in dress and in attitude.
- Substitute, substitute, substitute! Take student teaching seriously so your mentor and the school will help you look for job openings. Go to all the job fairs that you can and put out your resume to every school even if you don't think you will like some of the schools, some schools may surprise you.
- Talk to other staff in the county and within the school about the work environment/expectations/assistance for staff and students. Don't go on your interview with administration only. Find out what others have to say.
- Talk to the principals in person and during field experiences. I was given an interview every time I was able to meet the principal face to face (and had more than one offer). Let them see your face and remember you.
- The advice I would offer future teachers searching for a teaching position is to make sure you attend Teacher Recruitment fairs. This gives prospective teachers an opportunity to network with other schools that may be looking to hire teachers.
- Try to find some kind of job working with children while you are trying to find a teaching position.
- Use the resume to "sell" yourself and be yourself during the interview - be knowledgeable in all areas that relate to your profession, do your homework – visit the web site and familiarize yourself with the information - know what it's important to that school. Be honest when answering questions posed by the interview panel - if you don't know the answer admit that you need to know more about that topic before answering the question - the interviewer will know when you are flubbing your way through the answer
- Use your resources and go with your gut. Also, if you aren't sure you want to teach...don't do it. You need to love it in order to be good at it. Utilize every available resource.
- Visit the school before the end of the year, but not during EOGs. Meet the principal and the team leader for the team you would be working with (either subject or grade level team).
- Volunteer in the schools so that administrators can see your willingness and motivation.
- When interviewing talk about what you can do. I've sat on too many interview teams where the new teachers talked about what their mentor teacher did. They need to show what they do.
- You have to be willing to wait. Try to volunteer in as many different places with as many different people in different positions as you can. When you start hanging around teachers you will begin to hear of positions that become available. When you see what positions are available make a contact about those positions. I hand delivered a lot of resumes to schools and principals. Always ask to speak with the principal, but know and understand that he/she is busy and that you don't want to intrude. **JUST KEEP TRYING!!!**

EDUCATION JOB FAIRS

PREPARATION BEFORE THE FAIR:

- Determine your skills and qualities and how they relate to teaching
 - Able to control classroom environment while encouraging individual student engagement
 - Professionally collaborate with other teachers and staff
 - Involve parents meaningfully
 - Positively motivate students to learn
 - Enthusiastic and motivated
 - Passionate about teaching
 - Strong knowledge of subject/s
 - Good sense of humor and patient
 - Provide multiple methods and opportunities for students to demonstrate success
 - Assess frequently on key goals
 - Inspire serious learning
- Complete your resume and have it critiqued! Prepare a Reference page to hand out with your resume. **You do not need a cover letter for the job fair.**
- Find out which schools will be attending the fair. Check the Career Center web site for updates.
- Research school systems. For NC schools, go to www.dpi.state.nc.us; for other schools, view web sites posted at www.uncw.edu/stuaff/Majors/education.htm
- Prepare a list of questions to ask the recruiters (see Interview section for sample questions)
- Put together an appropriate outfit – **DRESS FOR SUCCESS!** No shorts – No jeans – No short skirts!
 - Err on the conservative side. Do wear a suit; Don't wear big jewelry
 - Women, wear closed-toe shoes, neutral hose, make sure skirt length is right at the knee; don't wear low-cut blouses
 - Men, match socks to your pants, wear shirt and tie with your suit, wear a round-neck undershirt, no tennis shoes
 - If your interview attire speaks louder than you, you won't be heard. The louder your clothes are, the less attention the employer will pay to your capabilities
 - Wear a neat haircut. Extreme may be good for TV, but not for the interview
 - Practice good hygiene: shave, brush teeth and wear deodorant
 - Make sure all clothing is clean and neatly pressed and coordinated
 - Keep cologne, perfume, after-shave, etc. to a minimum. Apply at least 2 hours before the interview. Best approach is not to wear it at all
 - Style your hair neatly. If you have long hair, pull it back or style it to keep it out of your face
 - Carry a briefcase or portfolio with copies of your resume

AT THE FAIR:

- Explore!! Gather materials and information from as many school systems as possible. You never know what they have to offer
- Hand out resumes and talk about your skills and experiences. You may be able to set up an interview
- Collect teaching applications and business cards (or fill out applications online)
- Take notes – you will need to write a thank you letter and continue with follow-up
- If you get a job offer on the spot, do NOT sign the contract that day. Keep your options open. Find out their timeline and get back to them.
- Find Career Center staff for any questions you may have
- HAVE FUN!!



RESUMES

You need a resume and cover letter when applying to school systems' Central Offices. You also need to send resumes and cover letters to principals – Get their attention! Get your resume critiqued – email it to reedd@uncw.edu as Word attachment. Don't trust your own eyes. You must not have any grammar or spelling errors, or your resume will get pitched. Sample resumes are posted in the appendix.

RESUME BASICS:

- Be brief – this is not your life story or autobiography. Try to keep it to one page, two at most
- Be consistent and uniform – equal margins all around (0.5" – 1.0"), same font type (Arial, Times New Roman, Garamond, Helvetica), same font size (10 pt – 12 pt) except for your name
- Use resume paper – good quality paper – white, buff, light gray. Buy enough paper for cover letters, reference page, and thank you letters
- Don't over bold! Bold your name, resume categories, degree, and job titles
- Don't use italics, underlining, colors, shading, graphics, or fancy fonts
- Use standard bullets (solid dots or squares)
- Be honest
- Demonstrate accomplishments and support your objective
- Check for spelling and grammar errors, but don't depend only on your own eyes.
- Do NOT use resume templates. Start with a blank document and set up your tabs.

RESUME CATEGORIES:

*Personal Data	*Education	*Objective
*Relevant Experience	Other Experience	Certifications
*Skills or Summary of Qualifications	Volunteer Experience	Additional Training
Military Experience	Involvement (Activities)	Honors / Recognition
Professional Involvement	Presentations	Computer / Technical Skills
References	<i>*required or most relevant on a resume</i>	

IDENTIFYING INFORMATION:

- Name (can include nickname)
- Both permanent and current address, if different from each other, and phone numbers (cell, home, or both)
- E-mail address (make sure it's appropriate and current)
- Web site, if you have an online portfolio

OBJECTIVE:

- Brief statement of what kind of position you would like
- No philosophical statements
- Can include information about willingness to coach or supervise extra-curricular activities

EDUCATION:

- List all college degrees, beginning with the most current. Don't necessarily list every school you attended
- List and spell out your degree first (Bachelor of Arts or Teaching Certification) along with month and year of graduation
- List institution, city and state (for UNCW you can leave out the city and state)
- List major, minor and/or areas of concentration or emphasis
- Certifications and endorsements can also be listed here

EXPERIENCE (use action verbs to begin each phrase):

- Professional Experience
 - Actual teaching experiences
 - Student teaching / internship
 - Pre-clinical experiences (if they add something vital or interesting to your experience base)
 - Teacher assistant, Substitute teaching
 - Tutoring or coaching
- Relevant Experience
 - Observations, Block experience
 - Camp counseling, lifeguarding, etc
 - Social service work involving youth

- Other Experience / Additional Experience
 - Any other jobs that demonstrate transferable skills or notable work history

ELEMENTS TO CONSIDER IN DESCRIBING YOUR EXPERIENCES

- **Special populations you've worked with:** physically, visually or hearing impaired; ESL/bilingual; inclusion/mainstreamed students; exchange students; gifted or slow learners
- **Special activities:** plays, musicals, dances, field trips
- **Field trips:** where did you go and what was your role?
- **Multi-level, cross-disciplinary, or team teaching:** integrated curriculum
- **Parent conferences:** IEP development, 504's, communication with parents – when and what format
- **Professional conferences:** professional associations and involvement; in-service training attended (and give topics)
- **Special units and bulletin boards:** give examples of interesting ones
- **Evaluation of student progress**
- **Special methodologies used**
- **Extra duties:** playground, lunchroom, study hall, bus, etc – supervisory skills

REFERENCE STATEMENT:

- See attached reference page
- This section goes at the end of the resume but is not necessary

OPTIONAL AREAS:

- **Summary of Qualifications:** highlight your transferable skills; show what you have to offer
 - Total years of experience in the field or related field
 - Foreign language skills
 - Technology skills
 - Work with the public, community, schools, etc
 - See sample resume
- **Honors / Awards:** scholarships, Dean's List, honor societies, Chancellor's Achievement Award, etc
- **Volunteer Work:** list organization name and your position and dates
- **Certifications / Licensures:** First Aid, CPR, Life Saving, etc
- **Publications / Presentations:** topics, audience, dates, etc
- **Involvement:** campus involvement (organizations, leadership roles); athletic involvement; community involvement. Some of these can be described using action verbs
- **Military Experience:** use words that translate to civilian roles

DO NOT INCLUDE THE FOLLOWING ON YOUR RESUME:

Photo, Age / Date of birth, Marital status, Number of children, Health status, Religious preference (unless applying to a parochial school), Ethnic origin, Membership in controversial organizations, Course numbers, Expressions such as "Responsible for..." or "Duties included...", The words "various" or "numerous" – be specific instead, High school information (degree, activities, awards, etc), Personal pronouns (I, me, mine)

ADDITIONAL COMMENTS:

Get your resume critiqued by a career counselor! You can e-mail it to Diane Reed at reedd@uncw.edu as a Microsoft Word attachment, drop it off in Career Services for a 48 hour turn around, stop in the Career Center for a drop-in session, or make an appointment with a career counselor. Do not depend only on your own eyes.

Upload and publish your resume into SeaWork. Once you log into SeaWork, complete your profile then upload your resume.

Always send a cover letter with your resume. Be sure to send your resume with your county teaching application to HR in the county office and send it (or drop it off) to principals at individual schools. If you drop off your resume at a school, you must include the cover letter with it! The principal may or may not be there to talk to you in person. The cover letter will introduce you to the principal and show your writing skills.

ACTION VERBS TO USE ON THE RESUME:

MANAGEMENT SKILLS VERBS:

Allocated, Determined, Directed, Elected, Enlisted, Formed, Founded, Governed, Hired, Initiated, Inspired, Instituted, Led, Managed, Moderated, Motivated, Operated, Oversaw, Pioneered, Presided, Produced, Recruited, Represented, Selected, Spearheaded, Sponsored, Staged, Started, Supervised, Trained

ORGANIZATIONAL SKILLS VERBS:

Arranged, Assembled, Collected, Centralized, Coordinated, Catalogued, Distributed, Disseminated, Enforced, Executed, Formalized, Implemented, Installed, Maintained, Organized, Planned, Prepared, Processed, Routed, Recorded, Reorganized, Scheduled, Updated

COMMUNICATION SKILLS VERBS:

Acquainted, Apprised, Answered, Briefed, Conducted, Contacted, Demonstrated, Drafted, Educated, Explained, Familiarized, Handled, Informed, Instructed, Introduced, Lectured, Listened, Presented, Reported, Responded, Spoke, Summarized, Taught, Trained, Translated, Wrote

HELPING SKILLS VERBS:

Aided, Attended, Assisted, Collaborated, Contributed, Counseled, Comforted, Facilitated, Fostered, Guided, Helped, Instilled, Mentored, Provided, Settled, Supported, Tutored, Treated

CREATIVE SKILLS VERBS:

Authored, Conceived, Conceptualized, Created, Composed, Designed, Devised, Established, Invented, Originated, Revolutionized

SKILLS HEADINGS TO USE ON A RESUME:**ADMINISTRATIVE SKILLS:**

Planning, Organizing, Scheduling, Assigning/Delegating, Directing, Interviewing/Hiring, Measuring production, Setting standards, Work under stress, Work with people, Travel frequently, Work as a team member, Personnel practices, Analyzing & evaluating, Time management, Negotiating strategies, Problem solving, Program development, Decision making, Program planning

SERVICE SKILLS:

Counseling, Guiding, Listening, Leading, Coordinating, Respond to emergencies, Teaching/Training, Work evenings/weekends, Work independently, Knowledge of a subject, Agencies' policies, Community resources, Human behavior principles, Work under hazardous conditions, Program planning/development

COMMUNICATION SKILLS:

Reasoning, Organizing, Defining, Writing/editing, Listening, Explaining, Interpreting ideas, Reading, Communicate precise information, Work with committees, Public speaking, Correct English usage, Operate communication systems, Subject knowledge, Good sense of timing

INTERPERSONAL SKILLS:

Assertive, Adaptable, Confident, Cooperative, Dependable, Relate well with others, Convey warmth-caring, Demonstrate empathy, Develop rapport, Listening, Use of humor, Trustworthy, Motivated, Tactful, Reflective

REFERENCES:

Be sure to include a reference page with your resume and cover letter. It should be on the same paper as these other documents. Three to five references is all you need. These will be the same names you list on your application. List the reference's e-mail address and the best time to reach him/her, especially if searching for a teaching position when school is not in session. ALWAYS ask the person to be a reference before listing him/her as one. Include your Cooperating Teacher, UNCW Supervisor. Other references can be Professors, Current or Past Employers, Faculty Advisors, or UNCW Staff. Include the following information:

Reference Name, Title, Place of Employment, Work Address, City, State Zip, Work Phone, Email Address

COVER LETTERS

A well written letter is an effective way to present your qualifications to an employer. Letters of application (cover letters) are read, compared, and used to screen candidates for interview consideration. Always send a cover letter with your resume. If you are e-mailing your resume, make your e-mail message your cover letter and copy and paste your resume in the message (many employers are wary of attachments). Sample cover letters are posted in the appendix.

Basics: Same paper as resume; 1 page, 3-4 paragraphs; Address to specific person. NEVER To Whom It May Concern; Tailor it to each position and employer; Use your own words

COVER LETTER FORMAT – LEFT BLOCK STYLE:

Your return address here
Wilmington NC 28403
Current Date Here

(4 line spaces here)

Dr./Mr./Mrs./Ms./ _____
Title
School name / School system / Employer / Organization
Street address
City, State Zip code

Dear _____: (salutation)

Paragraphs 1-3

Sincerely,

Sign name here

Name

FIRST PARAGRAPH:

- Tell why you are sending this letter and resume; State the position for which you are applying; Tell how you became aware of the position/school system; Mention the person who referred you
- Very short – 3 sentences at most

SECOND PARAGRAPH:

- Summary of your resume; Tell why your skills and experience would be of value to that school / school system
- Get the employer's attention – this letter gets them to look at your resume; Highlight special accomplishments
- Display enthusiasm for your career and that school; Show you've done your "research" homework
- Sell yourself!!
- Don't start every sentence with "I"
- This paragraph can be broken into 2 paragraphs

LAST PARAGRAPH:

- Wrap it up
- Call for action
- Take the initiative
- Include your phone number and / or email

INTERVIEWING

TYPES OF INTERVIEWS:

- **Unstructured Interviews:** open-ended questions; relaxed style conducive to shedding light on candidate's personality; be assertive and stay away from 2-3 word answers; provide examples.
- **Stress Interview:** sometimes used when job has strict guidelines; purposeful long gaps of silence; get candidate's true colors to show through.
- **Telephone Interview:** often used to narrow job pool; many times the interview is with a panel.
- **Panel Interview:** more than one interviewer posing questions; many times they are set questions asked of all candidates; helpful hint-maintain eye contact with everyone.
- **Behavioral Interview:** the most accurate predictor of future performance is past performance in a similar situation; employers predetermine which skills are necessary for the job; your responses need to be specific and detailed; always listen carefully to the questions and ask for clarification if necessary; your interview preparation should include identifying examples of situations where you have demonstrated behaviors.

PREPARE FOR THE INTERVIEW:

- Assess yourself – do self reflection. Know your skills, style, what you have to offer the employer
- Research school systems and compile information (school report cards, class sizes, issues in that district)
- Prepare questions to ask them:
 - What are you looking for in a new teacher?
 - Tell me what you enjoy most about this school / school system.
 - How involved are parents in school activities / volunteering?
 - Tell me about the students that attend this school.
 - How does the administration work with teachers to improve instruction? Discipline?
 - What is the budget for this position / department and what resources are available?
 - What is your hiring timeline and when can I expect to hear from you?
- PRACTICE! Sign up for a mock interview. Practice with your partnership teacher and friends.
- Gather all necessary materials – resume, application, portfolio, pen – and take them with you to the interview
- Remember to wear conservative, professional interview attire

INTERVIEW SUGGESTIONS and TIPS:

- Be punctual! Don't arrive too early and never arrive late. Arriving 15 minutes early is good timing.
- Smile. Make good eye contact. Have a firm handshake. Sit up straight. Don't play with your pen.
- Collect business cards and always send thank you letters (either professional or hand written).
- Be honest in evaluating yourself and don't attempt to oversell yourself – answer all questions honestly.
- Be friendly, courteous, and relaxed and do not assume that you have all the answers.
- Be enthusiastic and ask intelligent questions.
- Give your own views, not what you think you are expected to say.
- Listen carefully to each question. If you are unsure of what they are asking, ask for clarification. Don't ramble.
- Keep a log of all your contacts, interviews, when you sent resumes and to whom, etc.
- Always send a thank you note after the interview. It can be hand written in a blank card or formally written on resume paper.

EMPLOYER EVALUATION OF YOUR INTERVIEW:

- Your handshake, attire, eye contact, etc.
- A demonstration of awareness of the school system and relevant questions asked.
- Responsive listening and enthusiasm about the school / school system.
- Ability to fit in with the school and school system - a fit between the school's needs and your talents/skills.
- Demonstrated ability to work as a team player.
- Motivation, interest, energy level and attitudes toward work, self and others.
- Ability to teach and lead or supervise.
- Flexibility, stability and toughness.
- Knowledge of your subject area.

QUALITIES PRINCIPALS LOOK FOR IN TEACHERS:

Teacher qualities that have the greatest impact for increasing student achievement:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Urgent, laser like focus on student learning• Inspire serious learning• Positively motivate students• Expect all students to perform to standard• Assess frequently on key goals• Provide multiple methods and opportunities for students to demonstrate success• Involve parents meaningfully• Require frequent writing and provide ample and specific feedback• Professionally collaborate and follow research | <ul style="list-style-type: none">• Passion – compassion• Enthusiasm – Motivation• Sensitivity, Heart• Sense of Humor• “Kid Magnet” – ability to connect with students• Strong interpersonal & communication skills• Flexibility• Vision – planner• Trust• Control the classroom environment while encouraging individual student engagement |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

COMMON QUESTIONS YOU WILL BE ASKED:

- Tell me about yourself (answer it by giving professional information about yourself and professional qualities)
- Why did you decide on teaching as a career?
- Why are you interested in our school / community?
- How do you encourage students to take responsibility for their own learning?
- Speak to your knowledge of the curriculum.

- What are your feelings on extra-curricular duties?
- What are your strengths? Weaknesses? What three words would you use to describe yourself?
- What would I see in your classroom if I were to drop in any given day?
- What do you have to offer as a candidate that other candidates might not offer?
- How would you individualize the learning process in the classroom?
- Why did you choose to teach _____ (your subject)?
- What do you consider the ideal learning environment?
- What methods of instruction do you feel you can use which will help provide the most desirable learning situation for students? How do you engage a class of diverse learners?
- How do you expect to motivate students?
- What is your philosophy in regard to discipline? What is your approach to classroom management?
- What type of classroom atmosphere would you attempt to organize and establish?
- How would you handle a wide range of learning abilities / disabilities? How do you reach out to struggling students?
- A student's final average is 2 pts below passing. What do you do and why?
- Here's your classroom – what would you do with it? How would you start the year off?
- What frustrates you? How do you handle stress?
- What do you expect of the administration as a classroom teacher?
- What worked well in your classroom this semester?
- When you teach, what do you use to guide your instruction? (NC Standard Course of Study, etc)
- How do you deal with students who are often absent and need to make up work?
- How would you involve parents in school activities? What is your experience in working with parents?
- Tell us your views on assessing learning. How does assessment drive instruction?
- Talk about your experience integrating technology in your classroom / lessons?
- Talk to me about the most current topics in education (or current education reforms).
- How do you assign students to groups? How do you hold students accountable for group assignments?
- How do you determine the impact your instruction has on students?
- What is the role of parents in the instructional process?
- How do you encourage effective home-school communication?
- What are the elements of a good elementary reading program?
- In telephoning your references, what would they say are your assets?

COMMON BEHAVIORAL TYPES OF QUESTIONS YOU WILL BE ASKED:

- Tell me about a lesson plan, task, or assignment that went very well.
- Tell me of a time when a lesson plan didn't go well and how you handled the situation.
- Tell me about your student teaching experience. What would you do differently now?
- Describe a conflict you had with a student and how you handled the situation.
- Describe a lesson that exceeded your expectations.
- How have you modified assignments for gifted or special education students?
- How have you assessed student achievement informally without grading?
- Tell me about a typical homework assignment in your class.
- Describe an experience where you identified a student's special need and modified a lesson for him / her.
- Share an example of a communication with a parent that helped you understand a student in your class.
- Describe a time when you team-taught or co-planned with a colleague.
- Tell me about a time when you asked a teacher or administrator for help.
- Describe an experience you had at becoming established with a new group of students.
- What parts of teacher education training do you use on a regular basis?
- What steps do you follow to study a problem before making a decision?
- Give an example of when you had to go beyond the call of duty to get a job done.
- Describe a time when you were not satisfied or pleased with your performance. What did you do about it?
- Tell me about the most difficult situation you faced in your last teaching assignment and how you resolved it.
- Tell me about a specific instance you collaborated with colleagues and the result of that collaboration.

FREQUENTLY ASKED QUESTIONS

When can I send out my credential file?

Anytime. You are now responsible for managing your own documents. Transcripts and Letters of Completion will not be available to you until after commencement.

What are school systems really looking for in their teachers?

- Enthusiasm about teaching
- Knowledge of NC Standard Course of Study
- Understanding of the needs of special populations
- Willingness to take on extra duties
- Voice quality (Do you speak clearly and distinctly?)
- Ability to reach each and every student through use of multiple teaching strategies
- Willingness to listen and to accept constructive criticism
- Someone who is a team player
- Ability to articulate positions on discipline, curriculum, teaching philosophy, etc
- PLUS a million tangibles (such as ability to communicate to parents and staff)

What are the main things that administrators look for on resumes and applications?

Resume:

- Licensure / Highly Qualified status – degree and certification area/s
- Your experience - How was your student teaching experience outstanding and different from other student teachers?
- Your non-teaching experience – How it relates to what you will be doing as a teacher. Transferable skills!
- Reference list with contact information: Do NOT say “references available upon request”
- Your involvement on-campus, in the community, and/or at school

Application:

- How well have you followed directions?
- On narrative sections, do you respond fully and completely to the questions asked?
- Do you avoid wandering off in unrelated directions?
- Do you express yourself clearly, concisely, and correctly (no spelling errors) without sounding pompous?
- Are you completely honest? Be honest about any misdemeanors or criminal records. They will do a background check and just need for you to be honest about your situation/s.

What should I include in my resume and cover letter?

See the resume and cover letter section. Remember, each cover letter must be written individually. You must also indicate that you have researched the school / school system to which you are applying.

Should I call schools and start looking now?

You should definitely start applying and looking now. Don't call – VISIT schools. Face-to-face is always best. Hand-deliver your resume and cover letter and don't wait for jobs to be posted online. Use the Internet to search for openings and to do research. Also, complete the online applications and email principals.

How will interviewing take place?

There is no uniform process – each school / school system has their own unique way of handling interviews.

- The process usually includes an interview with Human Resource personnel, and then with the principals
- Many interviews are panel format – you will talk to several people in one room (principal, another teacher in the department, a secretary/assistant, and possibly a parent)
- Some school systems will interview at education job fairs and offer contracts on the spot – be cautious
- Most interviews take place at the school and there may be two or three interviews in the entire process

How do I find out about specific school systems / schools?

- Use the Internet!
 - Check the websites of schools that particularly interest you
 - Review the NC Department of Public Instruction website at www.ncpublicschools.org
 - Use the Career Center website www.uncw.edu/stuaff/career/Majors/education.htm
- Call the county school system and request literature or an application
- Go to the city's Chamber of Commerce and request information on area schools

Is it difficult to move from state to state?

North Carolina has reciprocal certification with several states. Realize each state charges a fee for certification.

Is it true that I won't be able to find a teaching job if I graduate in December?

NO! This is not true. School systems have hiring needs all year long. In NC, teachers only need to give a 30 day notice to retire or resign. Many schools continuously search for teachers to start work throughout the entire academic year.

How do I start my credential file?

See the Self-Managed Credentials section for more details.

You will manage your own file and all documents can be posted in your online SeaWork account. The Career Center will receive electronic versions of your transcripts and Letter of Completion. You control your credentials.

I sent my transcripts to Watson School of Education. Can you get that copy for my credential file?

No. The copy for Watson School of Education is for your licensure papers. The Career Center needs a degree-posted transcript from the Registrar's Office. If you are completing your certification only and received your bachelor's degree from another university, you will need to request a copy of those transcripts to be sent to the Career Center for your self-managed credentials in SeaWork.

Where can I find information on teaching salaries?

The North Carolina salary scale is posted at http://www.ncpublicschools.org/salary_admin/salinfo.htm.

North Carolina salary supplement information is posted at <http://www.ncpublicschools.org/fbs/salsupp/>.

- For other benefits for teaching in NC, go to <http://www.ncpublicschools.org/fbs/schlbus/workNCpublicSchl.htm>

When should I begin to hear from schools for interviews?

- December grads: you may not hear about interviews until the fall semester has ended. The most common hiring period falls between Thanksgiving and January 1. Don't wait until then to start looking, however. Start early!
- May and August grads: you are most likely to hear between May and the end of August. Many first-year teachers don't hear anything until late July or August. Don't panic!

Is it true that education majors can't find jobs after graduation?

NO! It is true, however, that it is more difficult to find a teaching job in New Hanover County Schools. New Hanover County Schools receive hundreds of teaching applications in the summer alone; plus, UNCW graduates over 350 education interns each year. If you want to teach in North Carolina, or out of state, you should be able to find a teaching position – you may need to be geographically flexible!

How can I request that my credentials be sent to school systems?

You manage your own credentials so you send them out as needed. The Career Center will receive an electronic version of your transcripts and Letter of Completion after graduation, and those will be uploaded into your SeaWork account for you to manage. SEE Self-Managed Credentials section.

How can I search for out-of-state teaching jobs and schools?

Check out What Can I Do With A Major In...Education at www.uncw.edu/stuaff/career/Majors and click on the link for Job & Internship Search Links. A very popular link used in many states is www.teachers-teachers.com.

APPENDIX

In this section:

Sample resumes
Sample reference page
Sample cover letters
Sample thank you letters
Thesaurus

SAMPLE RESUME WITH SUMMARY OF QUALIFICATIONS

SHEILA SOCIALSTUDIES

222 N. Lew Street

Wilmington, NC 28405

(910) 111-1111

teacher@hotmail.com

SUMMARY OF QUALIFICATIONS:

- Five years of experience in the education field working with students and teachers in the classroom
- Extremely well versed in public relations and motivated to work with administrators and parents
- Demonstrated ability to create lesson plans for curriculum allowing integration of all learning styles
- Committed to continuous professional development through workshops and teacher collaboration
- Highly educated in various technology components to use in the classroom
- Proficient in Microsoft Word, Excel, Access, PowerPoint, Front Page, Internet Explorer, Photo Shop, Windows 95-XP

EDUCATION:

Bachelor of the Arts in History, University of North Carolina Wilmington, May 2009
Social Studies Certification
Dean's List—Four Semesters, GPA 3.8

RELEVANT EXPERIENCE:

Student Intern, Spring 2009

West Brunswick High School, Shallotte, NC

- Taught and managed 30 students within 11th grade United States History class
- Taught and managed 30 students within 9th grade World History class
- Developed lesson plans for both classrooms to integrate various learning styles, Individual Education Plan's, and 504 plans
- Offered after school tutoring to encourage students to develop healthy study habits
- Attended various workshops and programs to increase professional development
- Worked collaboratively with teachers and administrators to meet the needs of all students

Substitute Teacher, 2006-present

Brunswick and New Hanover Counties

- Manage classroom behavior and daily assignments from teachers
- Worked with teachers and administrators concerning any classroom situations

Interim Teacher, November 2002 – January 2004

Bellville Elementary School, Bellville, NC

- Taught approximately 25 students in each of the 4th and 5th grade classes
- Developed daily lesson plans encouraging all learning styles and incorporating group learning

Teacher Assistant and Bus Driver, August 2002 – May 2003

Virginia Williamson Elementary, Bolivia, NC

- Helped teacher in 3rd grade classroom with classroom management and daily lessons
- Supervised students and managed their behavior on bus routes

OTHER EXPERIENCE:

Chicago Police Department, 1990-1999

- Patrolled and dealt with various issues concerning public safety
- Taught criminal procedure in the Chicago Police Academy

US Airways, Incorporated, 1987-1990

- Passenger Services and Ramp Supervisor
- Responsible for the safety, on-time, and accurate care of passengers, aircraft, and personnel

AFFILIATIONS:

Phi Alpha Theta (UNC-Wilmington Honors Society), Brunswick Island Women's Association

REFERENCES: See attached reference page

SAMPLE ELEMENTARY EDUCATION RESUME

MARY TUTOR

111 College Rd
Somewhere, NC 28465
(910) 111-1111
email@yahoo.com

OBJECTIVE: To obtain a teaching position in the field of elementary education

EDUCATION: **Bachelor of Arts in Elementary Education, May 2009**
University of North Carolina Wilmington
Concentration in Psychology

Associate of Arts With Honors, Business Education, August 2007
Coastal Carolina Community College, Jacksonville, NC

RELEVANT

EXPERIENCE: **Teacher Internship, K-2, Berkeley Manor, Camp Lejeune, NC, Spring 2009**

- Teach 19 students, kindergarten through second grades
- Maintain positive communication with partnership teacher, administration, students and parents
- Plan and conduct lessons and activities for reading, writing, math social studies, science and cultural arts
- Create short-range and long-range lesson plans
- Manage classroom behavior
- Participate in various workshops and conferences for staff development
- Collaborate with teachers in planning, preparing, and organizing thematic units using children's literature as a focal point
- Observe and execute the use of teaching techniques to meet the diverse needs of multiple intelligences

Field Studies, Elizabeth Bell Midgett School, Carobell, Hubert, NC, Summer 2008

- Provided one-on-one tutoring to students to achieve and sustain target levels in math and reading
- Successfully implemented enrichment activities and behavior modification techniques as a motivator for improving task performance

Field Studies Russell Elementary School, Camp Lejeune, NC, Fall 2008

- Observed classroom settings and teaching in Special Education Class
- Planned and conducted lessons in Language Arts
- Designed and implemented strategies to work with ADHD and other learning disabled students

EMPLOYMENT: **Program Assistant, Carobell, Inc, Hubert, NC, 2001 – 2007**

- ICF/MR facility serving severe/profound mental retarded clients with severe medical problems
- Programmed activities

COMPUTER

SKILLS: Word Processing, Spreadsheets, Databases, PowerPoint, Internet, Web Page Publishing, Microsoft Publisher, Networking, Graphic design programs

OTHER

EXPERIENCE: **Volunteer Aid** - Sandridge Elementary 2nd Grade
Veterinary Assistant - Coastal Emergency Animal Clinic
Key Volunteer Ombudsman - USMC Camp Pendleton, CA
Director of Religious Education - South Mesa Chapel, Camp Pendleton, CA

AWARDS: 2001 Virginia Franks Award for Outstanding work of Excellence in the field of Special Needs
1998 Volunteer of the Year, Camp Pendleton, CA

REFERENCES: See attached reference page

SAMPLE SPECIAL EDUCATION RESUME

JAMES SPED

116B Ed Drive

Wilmington, NC 28412

910-111-3168 home

910-111-1111 mobile

email@aol.com

OBJECTIVE **Special Education Teacher (BED) and/or Elementary Education Teacher**

EDUCATION **Bachelor of Arts, Special Education**, December 2009
Bachelor of Arts, Elementary Education, May 2009
University of North Carolina Wilmington
Concentration: Behavioral/Emotional Disorders and Music
Minor: Music

Crisis Prevention Institute (CPI), February 2007

Associate of Arts, Music Performance, May 2000
Emmanuel College, Franklin Springs, GA
Concentration: Vocal Music

RELEVANT EXPERIENCE

Student Intern, Fall 2009

Rachel Freeman Elementary School, Wilmington, NC

- Teach 12-17 EMD, LD, and BED students
- Attend IEP meetings to initiate, review, and update long and short term goals
- Attend and participate in faculty, school improvement, and student support team, and parent meetings
- Communicate with parents through conferences, letters, and phone calls
- Create lesson plans adapted to meet the many different needs of the class
- Manage behavior problems by using a Star system
- Enforce rules and regulations of the classroom and school and follow out appropriate disciplinary actions
- Monitor student progress in mainstream classes and report to teachers and parents

Field Experiences, Wilmington, Morehead City and Newport NC, August 2004 - May 2007

- Observed classroom teacher and assisted with classroom activities
- Created and implemented lesson plans
- Assisted with classroom behavior management

VOLUNTEER WORK

Classroom Volunteer, Carteret County Schools, August 2000 - Present

Director, North Carolina Seafood Festival, October 2002 - October 2004

Event Volunteer, Crystal Coast Civic Center, April 2001 – July 2004

ASSOCIATIONS

Christian Educators Association (CEA), August 2006

Council for Exceptional Children (CEC), August 2005

Music Educators National Conference (MENC), August 2004

COMPUTER SKILLS

Windows, Word Perfect, MS Word, MS Excel, FoxPro, PowerPoint, Publisher, Kid Pix, Hyper Studio, QuickBooks, Quicken, Finale2000

WORK HISTORY

Insurance Underwriter/Broker, BB&T Insurance Services dba NXS, January 2003 - April 2004

Assistant Underwriter, BB&T Insurance Services dba NXS, January 2002 - January 2003

Support Staff, BB&T Beam, Cooper, Gainey & Associates, August 2001 - January 2002

REFERENCES

See attached reference list

SAMPLE SECONDARY RESUME – CERTIFICATION ONLY

LINDA ENGLISH

333 Converse Drive Wilmington, NC 910-555-1212 teacher@yahoo.com

OBJECTIVE: Secondary English Teacher, willing to work with the yearbook and other clubs

EDUCATION: **Teacher Certification, Secondary English, May 2007**

University of North Carolina Wilmington
GPA: 4.0, Dean's List

Bachelor of Arts, English and Communication Studies, December 2004

University of North Carolina at Chapel Hill
Dean's List

INTERNSHIP: **Teacher Intern, English, John T. Hoggard High School, Wilmington, NC, Spring 2007**

- Teach two Advanced English 10 classes
- Create and implement daily lesson plans in English with a variety of learning styles
- Participate in Parent-Teacher conferences
- Utilize technology such as PowerPoint to teach lessons
- Assist in the production of the John T. Hoggard yearbook, SAGA

RELEVANT

EXPERIENCE: **High School Substitute Teacher, New Hanover County Schools, 12/06- Present**

- Teach lessons to students
- Behavior management
- Assist students with staying on task
- Generate relevant classroom discussions

Field Observations/Experience, John T. Hoggard High School, Wilmington, NC, Fall 2006

- Observed classroom settings and teaching styles
- Participated in classroom activities and assist in teacher responsibilities
- Created and taught lesson plans

Tutor, Myrtle Grove Middle School, Wilmington, NC, Fall 2006

- Tutored English as a Second Language (ESL) students on several levels of English proficiency
- Read with students and tested for levels of comprehension
- Assisted ESL teacher with classroom lessons

COMPUTER

SKILLS: Microsoft Word, Power Point, Excel, Adobe Acrobat, Internet Explorer, Netscape, Microsoft Picture It! Publishing, PageMaker

OTHER

EXPERIENCE: **Account Executive, September 2005 – May 2006**

JHS Document Imaging, Wilmington, NC

Waitress, March 2005 – September 2005

The Oceanic Restaurant, Wrightsville Beach, NC

Trainer, Head Waitress, Bartender, June 2002 - March 2005

Carolina Brewery Restaurant, Chapel Hill, NC

- Trained new employees on their duties at restaurant
- Collaborated with management on ways to improve restaurant and employee competence
- Assisted in creation of new employee competency test

REFERENCES: See attached reference page

SAMPLE REFERENCE PAGE

Your Name

Street Address
Wilmington, NC 28403
Phone number
e-mail address

REFERENCES

Reference Name

Title
Place of Employment
Work Address
City, State Zip
Work Phone
email

Reference Name

Title
Place of Employment
Work Address
City, State Zip
Work Phone
Email

Reference Name

Title
Place of Employment
Work Address
City, State Zip
Work Phone
email

Reference Name

Title
Place of Employment
Work Address
City, State Zip
Work Phone
email

Reference Name

Title
Place of Employment
Work Address
City, State Zip
Work Phone
email

SAMPLE COVER LETTER

781 44th Street
Wilmington, NC 28401
(910) 898-4381

August 28, 2009

Dr. Irma Hiremet
Director of Personnell
Chester County School District
343 Ivy Lanet
Kennett Square, PA 19843

Dear Dr. Hireme:

I am writing to apply for the elementary teaching position which was advertised in Career Services at the University of North Carolina Wilmington. In August I will graduate from the University of North Carolina Wilmington with my Bachelor of Arts degree in Elementary Education. As suggested by your assistant, Pat Smith, I have enclosed my resume and a completed application form; letters of recommendation and transcripts are being forwarded from the respective university offices.

As you will note in my enclosed resume, I have extensive teaching experience, both in and out of the classroom. Currently I am teaching kindergarten at Merion Elementary School which has a whole language philosophy. Last month I developed and implemented a four-week interdisciplinary thematic unit on Russia and a four-week literature study on poetry. With excellent evaluations from my cooperating teacher, I will assume full teaching responsibilities for two weeks at the end of this month.

My teaching experience is not limited to the classroom as my roles extend to tutor, theater/music director and volunteer big sister. These experiences have not only enhanced my teaching ability, but have also confirmed my passion for the profession. I am eager to continue my career and would be delighted to join Chester County Public Schools. Your county-wide commitment to a whole language philosophy and your high level of parental and community involvement makes me extremely interested in your district. Please give my application careful consideration.

Thank you for your time and attention. I look forward to hearing from you.

Sincerely,

Your signature here

Kayla J. Robinson

Enclosures

SAMPLE COVER LETTER

111 College Rd
Wilmington, NC 28403
August 28, 2009

Mr. Furr, Principal
New Hanover High School
1307 Market St.
Wilmington, NC 28401

Dear Mr. Furr:

Please accept my resume for the science teaching positions at New Hanover High School. While researching the Internet, I came upon these openings in the New Hanover County Schools web site. In Spring 2005, I was an interim science teacher in Pender County Schools. I believe that my instructional abilities, combined with strong interpersonal skills, experience, and work ethic would greatly benefit your educational program.

Education is the key to success for students. As a teacher, I hope to motivate students in finding their inner strengths and abilities. I aim to provide a stimulating learning environment, while adhering to the standard course of study for North Carolina. I teach not for the money but for the love of teaching.

I am sure that I would be an asset to your team of teachers. Teaching science to students is a great joy of mine and I believe in incorporating my life experiences into the teaching process and make it exciting. Too many people dread taking a science class. I want to take that stigma away and let them discover how fun science can be.

I am excited about the possibility to further discuss my qualifications with you. I am immediately available and can be reached at 910-111-1111. Thank you for your time and consideration. I look forward to meeting you.

Sincerely,

Diane S Reed

Diane S Reed
reedd@uncw.edu

THANK YOU LETTERS

A thank you letter should be written IMMEDIATELY after each interview. It is expected – not optional.

Your street address
City, State, Zip Code

Today's Date

Dr./Mr./Ms. Administrator
Title
School Name
Street Address
City, State, Zip Code

Dear Dr./Mr./Ms. _____,

Opening Paragraph:

- ✓ Thank the interviewer for his/her time without apologizing for taking that time
- ✓ Mention the interview date to refresh the interviewer's memory

Second Paragraph:

- ✓ Emphasize one or two of your strengths that are particularly relevant to the job
- ✓ State any information that you forgot to bring up in the interview
- ✓ Address any issues that you feel need further clarification
- ✓ Mention a couple of highlights from the interview

Closing Paragraph:

- ✓ Restate your interest in the position. This lets the interviewer know that you are genuinely interested in a position at his/her school
- ✓ Indicate that you hope to hear from them soon.

Cordially,

Signature

Your Name

SAMPLE FORMAL THANK YOU LETTER

7901 Henry Avenue (*your return address here*)
Wilmington, NC 28403

August 5, 2005

Dr. Jane Jones, Director of Languages
George Washington High School
Raleigh, NC 27606

Dear Dr. Jones:

I sincerely enjoyed meeting with you yesterday and learning more about the French Teacher position at George Washington High School. Our conversation confirmed my interest in becoming part of your teaching staff.

It was particularly exciting to discover the possibility of developing interdisciplinary units with the History Department. As I mentioned, my focus in working with children is to demonstrate the connection between language and everyday life. The challenge of starting a French club would certainly provide me with an outlet for this goal. I feel confident that my experience both in France and in the classroom would enable me to meet the challenges of the job effectively.

Please extend my thanks to Dr. Smith of the History Department and to Mr. Johnson of the District Personnel Office for their efforts in making my visit so pleasant. I look forward to hearing from you by August 15, 2005. Again, thank you for your time and consideration.

Sincerely,

Your signature here

Susan Backhaus

THESAURUS – ACTION VERBS

Accelerate

Hasten
Quicken
Shake up

Answered

Rejoined
Replied
Responded
Returned

Augmented

Compounded
Enlarged
Expanded
Heightened
Increased

Checked

Corrected

Consulted

Advised
Conferred
Continued
Endured
Persisted

Cultivated

Developed
Educated
Fostered
Managed
Nourished

Accomplish

Complete
Finish

Applied

Pertained
Pressed
Related
Urged

Authorized

Approved
Enabled
Endorsed
Promoted

Clarified

Cleared up
Explained
Illustrated
Settled

Contributed

Aided
Assisted
Helped

Decided

Concluded
Determined
Figured
Resolved

Achieved

Executed
Overcame
Reached
Realized

Appraised

Assessed
Estimated
Evaluated
Surveyed
Valued

Awarded

Allotted
Assigned
Endowed

Collected

Assembled
Gathered

Controlled

Composed
Contained
Regulated
Restrained

Defined

Described
Prescribed

Acted

Operated
Performed

Approved

Accepted
Favored

Balanced

Adjusted
Compensated
Corresponded
Outweighed
Redeemed

Combined

Associated
Connected
Joined
Linked
United

Converted

Impelled
Moved
Persuaded
Swayed

Delegated

Appointed
Assigned
Designated
Gave
Selected

Administered

Executed
Governed
Supervised

Arranged

Disposed
Ordered
Organized
Systematized

Began

Commenced
Inaugurated
Initiated
Launched

Communicated

Conveyed
Discovered
Transmitted

Convinced

Assured
Persuaded
Prompted
Satisfied

Demonstrated

Displayed
Exhibited
Illustrated
Showed

Advanced

Encouraged
Fostered
Promoted

Assessed

Appraised
Evaluated

Built

Constructed
Manufactured

Compared

Assimilated
Equated
Matched

Coordinated

Accommodated
Arranged

Designed

Arranged
Constructed
Created
Planned

Advised

Conferred
Consulted

Assigned

Allotted
Allowed
Gave

Calculated

Computed
Estimated
Figured

Completed

Concluded
Ended
Finished

Counseled

Advised
Directed
Recommended
Suggested

Determined

Decided
Destined
Performed

Aided

Assisted
Helped

Attained

Accomplished
Achieved
Gained
Reached
Won

Captivated

Allured
Attracted
Charmed
Enchanted

Composed

Comprised
Created
Formed
Made-up

Created

Composed
Formulated
Generated
Made
Originated
Produced

Developed

Amplified
Elaborated
Enlarged
Expanded

Allocated

Allowed
Apportioned
Assigned

Audited

Analyzed
Examined
Inspected
Reviewed
Scanned

Cataloged

Enrolled
Inscribed
Listed

Constructed

Assembled
Built
Fabricated
Formed
Made
Produced

Critiqued

Commented
Criticized
Reviewed

Devised

Concocted
Created
Invented
Planned

<u>Directed</u> Conducted Controlled Guided Managed	<u>Enhanced</u> Deepened Heightened Intensified Magnified	<u>Extended</u> Expanded Offered Presented	<u>Identified</u> Distinguished Recognized	<u>Integrated</u> Blended Coordinated Incorporated Unified	<u>Negotiated</u> Adjusted Agreed Bargained Settled
<u>Discovered</u> Revealed Unmasked	<u>Enlarged</u> Amplified Elaborated Expanded	<u>Fashioned</u> Fabricated Formed	<u>Illustrated</u> Clarified Demonstrated Explained	<u>Involved</u> Affected Concerned Implicated	<u>Observed</u> Noted Noticed Viewed
<u>Displayed</u> Exhibited Revealed Showed	<u>Enlisted</u> Enrolled Joined	<u>Formed</u> Composed Constructed Developed Fabricated	<u>Implemented</u> Completed Enforced Executed Fulfilled	<u>Joined</u> Associated Combined Connected United	<u>Obtained</u> Acquired Gained Got Secured
<u>Distributed</u> Circulated Disbursed Dispensed Divided	<u>Ensured</u> Assured Diverted Entertained Insured	<u>Formulated</u> Devised Drafted Expressed Prepared	<u>Improved</u> Enlightened	<u>Judged</u> Collected Concluded Deduced Inferred	<u>Opened</u> Began Exposed Revealed Uncovered
<u>Documented</u> Recorded	<u>Established</u> Constituted Created Enacted Instituted	<u>Fostered</u> Cultivated Encouraged Promoted	<u>Incorporated</u> Combined Embodied Integrated	<u>Launched</u> Began Commenced Embarked Initiated	<u>Operated</u> Administered Handled Ran Supervised
<u>Drafted</u> Formulated Outlined Prepared Sketched	<u>Estimated</u> Appraised Approximated Calculated Rated	<u>Found</u> Established Executed Implemented	<u>Increased</u> Expanded Heightened Raised	<u>Lead (led)</u> Conducted Directed Guided Introduced	<u>Ordered</u> Arranged Classified Organized Regulated
<u>Educated</u> Disciplined Instructed Taught	<u>Evaluated</u> Appraised Assessed Classified Rated	<u>Gained</u> Accomplished Achieved Acquired Secured	<u>Influenced</u> Affected Impressed Inspired	<u>Maintained</u> Presented Provided Supported Sustained	<u>Originated</u> Created Generated Initiated Maneuvered
<u>Effected</u> Caused Enforced Implemented	<u>Executed</u> Achieved Administered Implemented Performed	<u>Gathered</u> Assembled Collected Derived	<u>Initiated</u> Commenced Introduced Launched	<u>Managed</u> Conducted Directed Governed Operated	<u>Outlined</u> Bordered Defined Drafted Sketched
<u>Eliminated</u> Dismissed Excluded	<u>Expanded</u> Developed Elaborated Increased	<u>Generated</u> Created Originated Produced	<u>Inspected</u> Examined Studied Surveyed	<u>Measured</u> Determined Gauged Scaled	<u>Oversaw</u> Chaperoned Overlooked Surveyed
<u>Employed</u> Engaged Exercised Utilized	<u>Experienced</u> Proficient Skilled Versed	<u>Guided</u> Conducted Directed Piloted	<u>Installed</u> Ensconced Inducted Initiated	<u>Modified</u> Altered Changed Turned	<u>Participated</u> Entered into Joined in Shared
<u>Encouraged</u> Fostered Inspired Nourished	<u>Explained</u> Clarified Explored Expounded Inquired Probed	<u>Handled</u> Exercised Governed Managed Operated Utilized	<u>Instructed</u> Created Directed Trained	<u>Monitored</u> Controlled Oversaw Watched	<u>Performed</u> Accomplished Completed Functioned Implemented Operated
<u>Enforced</u> Effected Maneuvered Engineered	<u>Expressed</u> Formulated Signified Stated	<u>Hired</u> Charted Employed Engaged	<u>Interpreted</u> Described Explained Expounded	<u>Motivated</u> Excited Moved Stimulated	<u>Planned</u> Contemplated Devised Organized

Education Employment Guide

Career Tool Kit for Teachers

CONTENTS:

- Self-Managed Credentials, p. 2*
- SeaWork p. 3*
- Your Job Search & Correspondence p. 3*
- Education Job Fairs, p. 8*
- Resumes p. 9*
- Cover Letters, p. 11*
- Interviewing, p. 12*
- Frequently Asked Questions, 14*
- Appendix, p. 17*
(Sample Resumes, Cover Letters, Thank You Letters)

THE CAREER CENTER

University of North Carolina Wilmington
www.uncw.edu/career
910-962-3174 ph
910-962-4257 fax