# CAREER GUIDE FOR EDUCATORS

## TABLE OF CONTENTS

The Online Version of Guidebook can be accessed by going to [www.pace.edu/careers](http://www.pace.edu/careers) and clicking on Job Search Tools

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Page 1</td>
</tr>
<tr>
<td>Job Search Timetable</td>
<td>Page 2</td>
</tr>
<tr>
<td>Information Interviews</td>
<td>Page 3</td>
</tr>
<tr>
<td>Letters of Recommendation &amp; Reference Sheet</td>
<td>Pages 4-5</td>
</tr>
<tr>
<td>Creating Your Resume</td>
<td>Pages 6-19</td>
</tr>
<tr>
<td>Effective Letter Writing</td>
<td>Pages 20-23</td>
</tr>
<tr>
<td>Portfolios/ePortfolios and Lesson Plans</td>
<td>Page 24</td>
</tr>
<tr>
<td>Interview Attire</td>
<td>Page 25-26</td>
</tr>
<tr>
<td>Interview Success</td>
<td>Pages 27-34</td>
</tr>
<tr>
<td>Employment Options</td>
<td>Page 35</td>
</tr>
<tr>
<td>Internet Sites</td>
<td>Pages 36-37</td>
</tr>
</tbody>
</table>
INTRODUCTION

Congratulations! You are about to enter one of the most challenging and rewarding professions where you have the opportunity to impact the lives of students in a very meaningful way. As a teacher you will be in a position affecting the lives of many; oftentimes having a lasting influence on hundreds of students. As Henry Adams said, “A teacher affects eternity; he/she can never tell where his/her influence stops.”

New teachers are evaluated on many competencies. In addition to being able to read, write and speak well, you will be considered and evaluated on the competencies outlined below:

CONTENT AREAS

Be prepared to demonstrate your proficiency in your content area. For example, you may be given a hypothetical problem to solve, an essay to correct or be asked to demonstrate your ability to converse in a foreign language.

INTERPERSONAL SKILLS

Develop strong communication and classroom management skills. Your ability to establish rapport, engage and motivate students, parents, colleagues and administrators will be instrumental in your success as a teacher. Be prepared to give a demo lesson.

STAYING CURRENT

Commit yourself to lifelong learning. Staying up-to-date on your subject, on teaching techniques and current technology like SMART Board is critical to meeting the challenges of today’s teaching profession.

EXTRACURRICULAR ACTIVITIES

Get involved outside the classroom with activities, clubs, coaching and parent groups! Your time and effort will be appreciated by the entire community.

THE REWARDS OF TEACHING

Enjoyment of your profession.
Motivating young people.
Sharing your knowledge.
Developing yourself as a professional.
Contributing to the future of many!

Good Luck!
JOB SEARCH TIMETABLE CHECKLIST

This checklist is designed to help you conduct your job search. We encourage you to use this checklist in conjunction with the services and resources available from the Career Services office.

August/September

(12 months prior to employment)

____ Attend applicable workshops offered by the Career Services office
____ Register with the Career Services office to access programs and postings
determine the school types, sizes, and geographic location of interest

October

(11 months prior to employment)

____ Begin to identify references and ask them to prepare letters of recommendation
____ Obtain letters of recommendation from faculty, employer
and other professionals who can attest to your qualifications
____ See a Career Services counselor to discuss your job-search strategies/plan

November/December

____ Sign up for the ‘Education Jobs Listserv’ to receive education related jobs for teaching,
camps, afterschool programs, tutoring, and education administration
http://www.pace.edu/career-services/education-jobs-listserv

January

(8-10 months prior to employment)

____ Develop/finalize your resume, a basic cover letter and demo lesson plan
____ Network with family, friends, faculty and especially those among them who are
teachers, school administrators and Board of Education members. Inform them of your
career plans and give out your finalized resume
____ Attend career related workshops designed for education majors
____ Check regional BOCES (OLAS) online application system to access public school
websites and job openings: http://www.olasjobs.org
____ Check independent and private schools: http://www.nais.org/
____ Check listings in the NY Times: EDUCATION WEEK and WEEK IN REVIEW
____ Contact school systems and check their websites to request application materials if available
____ Check out the Internet Sites section of this guidebook with important links to websites for
job listings and career information
____ If relocating to a new area, contact university career services offices in that area for related
search services
____ Find out about testing requirements when applying to out-of-state school systems and
about appropriate State Departments of Education websites

February/March/April

(5-7 months prior to employment)

____ Send completed applications to school systems with a resume and cover letter
____ Conduct interviews and follow up with thank you letters
____ Attend teacher in person or virtual recruitment fairs and follow up with thank you letters
____ Continue to follow up by phone with school systems of interest
____ Monitor the job vacancy listings available in BOCES OLAS and check the job search links
in included in the chapter on Internet Sites in this guidebook.

April-August

(1-5 months prior to employment)

____ Maintain communication with your network of contacts
____ Revise your resume and cover letter if necessary
____ Go on interviews and follow up with thank you letters
____ Continue to monitor job vacancy listings on all venues and apply
____ Begin considering job offers. Discuss with your advisor or Career Services
____ Accept the best offer for you. (Inform those associated with your search and employers
where you have active applications) CELEBRATE!

September

____ Start Your Teaching Job!

(If you have not found a teaching position by September and until you do so, look for substitute teaching, teaching
assistant, tutoring, temporary leave or related jobs working with children, adolescents etc.)

Adapted From AAEE Job Search Handbook
INFORMATION INTERVIEWS

Conducting exploratory Information Interviews are extremely helpful as you begin the process of planning your career and conducting your job search. You may choose to interview a Pace alumni career advisor, your cooperating teacher, an administrator or a contact you’ve made through a referral. Have your questions ready before the interview. Keep a journal with the information you receive. Be sure to follow up the phone call or visit with a thank you letter. These contacts can prove valuable when you begin your job search.

Here are some questions we suggest you include in your Information Interview:

♦ When is the best time for me to start applying to school districts?

♦ Should I apply to the district and/or the individual school or website regional school agency?

♦ What do you look for in a resume? In a cover letter?

♦ Do you like to see letters of recommendation with the resume and cover letter?

♦ What kinds of characteristics do you look for in a teacher?

♦ Tell me about your school’s/district’s interviewing process?

♦ Do you suggest bringing anything along to show during the interview?

♦ This is a second career for me. How can I use my past experience to my advantage?

♦ What can I do to make myself more marketable?

♦ How would you describe your district/school?

♦ What information would you like candidates to know about your district/school for the interview? How can I obtain that information?

♦ What are some theoretical questions I could be asked on an interview? What are you looking for in the answers?

♦ What magazines/journals do you suggest I subscribe to?

♦ What professional organizations should I join?

♦ Why did you enter this profession?

♦ What has your career in education been like? Would you change anything?

♦ What do you see as one of the greatest challenges in education?

♦ What trends do you see taking place?
Letters of recommendation have long been a part of the screening and selection process in the field of education. At some point during the employment process you probably will be asked for references.

Letters of recommendation should be gathered well in advance of your job search. Ask faculty, cooperating teachers, employers and other professionals to write your references. We suggest 3-5 five letters. Plan ahead and allow plenty of time for them to write them.

- Explain to your references the areas which you would like them to write about in the letter. By doing this, you will be assured that each letter will cover different aspects of your talents and activities and will be specific to you. Give each of your references a copy of your resume and other information which may be helpful.

- Provide your references with a timeline and stamped addressed envelope for return.

- Write your references a thank-you note to let them know you appreciate their time and effort.

Additionally, prepare a list of your references on a separate sheet to accompany your resume (see page 5). A reference sheet with names, addresses, emails and phone numbers can save time if a potential employer wishes to check your references via telephone.
Prepare a reference sheet to have available during an interview or when sending a resume, if requested.

Select three to five people who you believe will provide a positive reference for you. These people may include former or current cooperating teacher/supervisors, professors, or others who have observed you in a teaching, leadership, academic or professional capacity. Do not select relatives. Make selections based on a person’s ability to make objective comments regarding your work ethic, your teaching ability, your responsibility level, your sense of creativity, your initiative and your maturity.

Contact your references in advance for permission to use their name and for their preferred mode of contact, (e.g. e-mail, phone). Provide these people with a copy of your resume and tell them about your preference in types of teaching assignments. Remind them about your particular skills and experiences that make you a good match for the job.

HOMER S. PACE
861 Bedford Road
Pleasantville, NY 10570
(914) 773-3361
homer@pace.edu

REFERENCES
Dr. Mary Martin
Principal
Mahopac Middle School
Mahopac, NY 10541
(845) 628-1234
mmartin@aol.com

Mr. Mark Johnson
Special Education Teacher
Ardsley Middle School
Ardsley, NY 10502
(914) 677-0255

Dr. Mildred Taylor
Education Department
Pace University
Pleasantville, NY 10570
(914) 773-3807
mtaylor@pace.edu
CREATING YOUR RESUME

Your resume is your ticket to the interview; your marketing tool to sell or advertise yourself to a potential employer. It is a summary of your education, experiences, skills, achievements, knowledge, accomplishments, licensures and strengths. Begin gathering your thoughts by thinking about your education, work experiences and activities. A resume should be more than just an historical account. Think about your specific teaching skills; review the skills you’ve developed, your accomplishments and the activities in which you’ve been involved. As you think about these and your past jobs, review the list of action verbs and personal characteristics on pages 9 and 10. These should help you describe your activities and achievements.

Keep in mind the following guidelines for putting together your resume:

- Create a 1 page resume, 2 pages only if you have lots of relevant experience, publications, and achievements.
- Stress your inventory of readily transferable and highly desirable teaching skills.
- Highlight the experiences most relevant to the position which you are seeking, indicating how your abilities meet the needs of the school district.
- Include your cumulative or major grade point average.
- Describe in depth your student teaching experience.
- Use bullets, bolding, indentation, and capitals as well as positive action words (see list). Use vivid and powerful language throughout your resume.
- Check grammar and spelling carefully-proofread!! Make sure that your resume is readable, clear, concise and without errors.
- Use a laser quality printer or typeset on bond resume paper. Conservative colors are best. Purchase blank matching paper and envelopes for your correspondence.
- Include a phone number where a person or answering machine will take a message. The answering machine message should be professional and brief.
- Include your e-mail address and remember to check for messages daily. Use an email address that is professional. Do not use an address such as: schoolrocker1989@yahoo.com
- List most recent and relevant experience, not necessarily your entire employment history. Non-teaching experience can also be included.
- Remember that a strong resume details your unique accomplishments and makes you stand out from the crowd.

6.
MOST RESUMES WILL INCLUDE THE FOLLOWING:

**HEADING**
Name, address, phone, e-mail. Make sure your name stands out clearly.

**OBJECTIVE OR PROFILE**
(Optional) An objective should state a specific goal. A profile is best for an experienced candidate, 2-3 sentences summarizing your experience, strengths and could include an objective.

**EDUCATION**
For new graduates, put this before work experience. Experienced candidates can put this toward the end. Include honors and awards, scholarships, and GPA.

**SUMMARY OF QUALIFICATIONS**
(Optional) For experienced grads: highlights of your accomplishments or overview of your strength areas.

**CERTIFICATION/LICENSURE**
Include state and subject area, pending or received.

**STUDENT TEACHING & FIELD OBSERVATIONS**
List where you were placed and what specific projects you worked on.

**EXPERIENCE**
List employment in reverse chronological order with descriptions using action verbs and concise statements. Consider a heading labeled “Relevant/Related Experience” for education related positions and another heading labeled “Experience” for all other positions.

**PROFESSIONAL ORGANIZATIONS and CAMPUS ACTIVITIES**
List groups you belong to and positions you’ve held, if any. You may include volunteer work.

**SPECIAL SKILLS**
Include foreign language, computer skills, etc.

**REFERENCES**
(Optional) “Upon Request” (This is usually filler)
SUGGESTED RESUME HEADINGS

You can choose from the following list of suggested headings to organize your resume.

OBJECTIVE
TEACHING OBJECTIVE
PROFESSIONAL OBJECTIVE
POSITION DESIRED
PROFILE/ SUMMARY

PROFESSIONAL BACKGROUND
EXPERIENCE
EMPLOYMENT HISTORY
RELATED EXPERIENCE
ADDITIONAL EXPERIENCE

EDUCATION
EDUCATIONAL PREPARATION
ACADEMIC BACKGROUND

VOLUNTEER ACTIVITIES
RELATED ACTIVITIES
PROFESSIONAL & COMMUNITY
ACTIVITIES

SPECIAL HONORS & AWARDS
COLLEGE DISTINCTIONS
HONORS & DISTINCTIONS

EXTRACURRICULAR ACTIVITIES
PROFESSIONAL MEMBERSHIPS/
AFFILIATIONS/ORGANIZATIONS

COMPUTER SKILLS
SPECIAL TRAINING
LANGUAGE COMPETENCIES

SPECIAL TALENTS/SKILLS
LEISURE ACTIVITIES
INTERESTS
TRAVEL/STUDY ABROAD
MILITARY SERVICE

CERTIFICATION(S)
PROFESSIONAL LICENSE(S)

SUMMARY OF QUALIFICATIONS
ACADEMIC HIGHLIGHTS
PROFESSIONAL SKILLS
SPECIAL PROJECTS

EXHIBITS
PUBLICATIONS
CURRENT RESEARCH INTERESTS
PRESENTATIONS
CONFERENCES ATTENDED

STUDENT TEACHING EXPERIENCE
PRACTICUM
TEACHING EXPERIENCE
COACHING EXPERIENCE
FIELD OBSERVATIONS

CREDENTIALS
PLACEMENT FILE
REFERENCES

8.
PERSONAL CHARACTERISTICS AND ACTION VERBS

The following word lists are extremely helpful when writing your resume or job search correspondence. Personal traits can be used in a Profile or Summary of Qualifications section to create a dynamic impact. Skill/Function verbs can be helpful to describe your work experience and communicate your strengths.

PERSONAL ATTRIBUTES

accurate  
active listener  
adept  
approachable  
aware  
caring  
competent  
cooperative  
creative  
decisive  
dedicated  
deft  
dependable  
diplomatic  
driven  
dynamic  
effective  
empathic  
exceptional  
fair  
flexible  
goal oriented  
good listener  
humorous  
innovative  
instrumental  
integrity  
leader  
motivated  
natural  
objective  
organized  
outgoing  
perceptive  
planner  
problem solver  
quick  
quick learner  
reliable  
respectful  
responsible  
responsive  
sensitive  
sophisticated  
strong  
successful  
tactful  
team player  
trained  
unique  
versatile  
willing

SKILLS (ACTION VERBS)

Communication/Teaching

answer  
coach  
communicate  
contact  
converse  
correspond  
define  
demonstrate  
discuss  
edit  
explain  
facilitate  
guide  
inform  
instruct  
lecture  
listen  
mediate  
persuade  
present  
read  
sell  
speak  
summarize  
teach  
train  
translate  
tutor  
use humor  
write

Organizational/Management

allocate  
arrange  
budget  
classify  
collect  
compile  
coordinate  
design  
develop  
establish procedures  
implement  
manage  
monitor  
organize  
plan  
prioritize  
prepare  
process  
report  
review  
ystematize

9.
**SKILLS (ACTION VERBS) Continued**

### Leadership

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<tr>
<td>assign</td>
<td>facilitate</td>
<td>motivate</td>
</tr>
<tr>
<td>collaborate</td>
<td>influence</td>
<td>oversee</td>
</tr>
<tr>
<td>confront</td>
<td>initiate</td>
<td>persuade</td>
</tr>
<tr>
<td>debate</td>
<td>inspire</td>
<td>redesign</td>
</tr>
<tr>
<td>decide</td>
<td>lead</td>
<td>reengineer</td>
</tr>
<tr>
<td>delegate</td>
<td>manage</td>
<td>resolve</td>
</tr>
<tr>
<td>execute</td>
<td>mediate</td>
<td>supervise</td>
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### Interpersonal/Human Relations

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<tbody>
<tr>
<td>advise</td>
<td>cooperate</td>
<td>guide</td>
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<tr>
<td>advocate</td>
<td>counsel</td>
<td>help</td>
</tr>
<tr>
<td>assess</td>
<td>empathize</td>
<td>interview</td>
</tr>
<tr>
<td>assist</td>
<td>enable</td>
<td>listen</td>
</tr>
<tr>
<td>care for</td>
<td>encourage</td>
<td>negotiate</td>
</tr>
<tr>
<td>clarify</td>
<td>facilitate</td>
<td>provide</td>
</tr>
<tr>
<td>communicate</td>
<td>greet</td>
<td>refer</td>
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</table>

### Problem Solving/Analytical

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<tbody>
<tr>
<td>analyze</td>
<td>document</td>
<td>observe</td>
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<tr>
<td>ask</td>
<td>estimate</td>
<td>obtain</td>
</tr>
<tr>
<td>assess</td>
<td>evaluate</td>
<td>question</td>
</tr>
<tr>
<td>calculate</td>
<td>examine</td>
<td>reflect</td>
</tr>
<tr>
<td>clarify</td>
<td>gather</td>
<td>research</td>
</tr>
<tr>
<td>compile</td>
<td>identify</td>
<td>resolve</td>
</tr>
<tr>
<td>compute</td>
<td>interpret</td>
<td>review</td>
</tr>
<tr>
<td>diagnose</td>
<td>investigate</td>
<td>survey</td>
</tr>
<tr>
<td>discover</td>
<td>locate</td>
<td>troubleshoot</td>
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</table>

### Creative

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</thead>
<tbody>
<tr>
<td>author</td>
<td>devise</td>
<td>innovate</td>
</tr>
<tr>
<td>compose</td>
<td>direct</td>
<td>institute</td>
</tr>
<tr>
<td>conceive</td>
<td>display</td>
<td>invent</td>
</tr>
<tr>
<td>conceptualize</td>
<td>dramatize</td>
<td>market</td>
</tr>
<tr>
<td>create</td>
<td>entertain</td>
<td>originate</td>
</tr>
<tr>
<td>design</td>
<td>establish</td>
<td>perform</td>
</tr>
<tr>
<td>develop</td>
<td>illustrate</td>
<td>plan</td>
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</table>
TEACHING OBJECTIVE
- Elementary Education (1-6)
- Knowledge of science curriculum and development, and educational software

ACADEMIC BACKGROUND
Pace University, Pleasantville, NY
Bachelor of Arts, Childhood Education – 20xx
Program Concentration: Biology
- Alpha Chi National Honor Society, Dean’s List Transfer Scholarship
- GPA: 3.7

Westchester Community College, Valhalla, NY
A.A.S. Liberal Arts – 20xx
- Recipient of Outstanding Volunteer

CERTIFICATION
New York State Childhood Education (1-6) - pending

STUDENT TEACHING
Public School 130, New York, NY
Student Teacher, Fall 20xx
- Developed interdisciplinary project involving fall foliage, weather/climate changes and poetry
- Effectively used cooperative learning strategies to teach 1st and 4th grade classrooms
- Organized and created learning centers and bulletin boards
- Utilized positive classroom management strategies

FIELD OBSERVATION
Observed and assisted teachers in 1st and 3rd grades at the following schools, Fall/Spring 20xx:
- George Washington, White Plains, NY
- Briarcliff Elementary, Briarcliff, NY
- Hillside Elementary, Hastings-on-Hudson, NY

EMPLOYMENT
Pace Writing Lab, Pleasantville, NY
Tutor, 20xx-20xx
- Assisted undergraduates with writing assignments

Town of Greenburgh, Greenburgh, NY
Camp Counselor, Summers 20xx and 20xx
- Supervised groups of 3rd and 4th graders in day camp activities
- Developed special activities relating to nature and environment

COMPUTER SKILLS
Word, Windows, Internet, PC/MAC, Various education software

ACTIVITIES
Delta Phi Epsilon Sorority, Fundraising Chair; America READS, Volunteer
Andrea Cain
75 Maple Street
Scarsdale, NY 10583
(914) 725-2998
AdCain@aol.com

Objective:
Mathematics Teacher (Grades 7-12)

Education:
Pace University, Pleasantville, NY
Bachelor of Arts June 20xx
Major: Mathematics and Adolescent Education

Honors:
Honors Program
Dean’s List
Pi Lambda Theta (National Education Honors Society) pending

Certification:
Teacher of Mathematics 7-12 NYS Certification (Pending)

Associations:
Association of Math Teachers of New York State
Future Educators of America

Teaching Experience:

Student Teacher January 20xx-May 20xx
Sleepy Hollow Middle and High School Grades 7-12
• Taught a variety of Math classes including preparation for the 8th grade assessment exam and Regents review grades 9-12
• Prepared objective lesson plans using the teacher effectiveness model
• Utilized effective classroom management techniques
• Observed and participated in team-teaching planning, parent-teacher conferences, and faculty meetings
• Designed extra credit, enrichment exercises for all students

Teaching Assistant September 20xx-January 20xx
Sleepy Hollow Middle and High School Grades 7-12
• Assisted teacher in providing math instruction to bilingual students
• Provided basic computer instruction and utilized software to assist students in practicing basic mathematic principles
• Tutored students individually and in small groups

Summer Camp Counselor Summer 20xx
NYC Department of Recreation Grades Pre K-8
• Developed daily lessons plans for summer camp
• Engaged students in interactive games and activities that incorporated reading, writing, and mathematics

Skills:
Microsoft Office (Word, Excel, PowerPoint), Internet Applications
Fluent in Spanish
Katie Cousins  
25 Aston Road  
Thornwood, New York 10594  
(914) 769-2021 • katie@gateway.net

OBJECTIVE  
To obtain a position as an Elementary Education teacher

EDUCATION  
Pace University, Pleasantville, New York  
*Bachelor of Arts in Childhood Education* – Expected June 20XX  
Concentration in Psychology  
QPA: 3.7

CERTIFICATION  
New York State Childhood Education, (1-6)

HONORS AND AWARDS  
Trustee Scholarship, Pace University  
Pi Lambda Theta International Honor Society, Pace University  
Alpha Chi National College Honor Society, Pace University  
Dean’s List, Pace University

STUDENT TEACHING  
Mt. Kisco Elementary School, Mt. Kisco, New York  
1st Grade–January-March 20XX  
• Assumed full responsibilities of classroom teacher  
• Developed and taught individual, small group and whole-class lessons  
• Planned and implemented weekly lesson plans  
Resource Room–March-May 20XX  
• Taught students with variety of disabilities in push-in and pull-out settings  
• Collaborated with core subject teachers  
• Participated in Child Study and Committee on Special Education meetings

FIELD EXPERIENCE  
Mt. Kisco Elementary School, Mt. Kisco, New York  
Grades 1, 4 and Resource Room—Sept-Dec 20XX  
• Observed and assisted teachers in daily activities

RELATED EXPERIENCE  
Camp Mini Mount, - Hawthorne, New York  
Games Specialist—Summer 20XX  
• Engaged attention of children, ages 3 to 5, with creative games and activities  
• Developed and implemented unit on Community Helpers  
Camp Counselor—Summers 20XX-20XX  
• Monitored and supervised camp activities for group of six-year-old children

ADDITIONAL EXPERIENCE  
Mt. Pleasant Public Library, Pleasantville, New York  
Desk Clerk—September 20XX- Present  
• Process incoming/outgoing library material

PROFESSIONAL DEVELOPMENT  
Project W.I.L.D., Fall 20xx  
Ten Counties Mathematics Conference, Spring 20xx

ACTIVITIES  
Future Educators of America Organization, Secretary  
Pace Leadership Committee
Jonathan Jones  
29 Baltic Springs Road  
Greenburgh, CT 00607  
(203) 555-4444  
jhubert@pace.edu

**Objective:**  
English and Language Arts Instructor (grades 7-12)  
Advisor to newspaper, yearbook or literary publications

**Education:**  
Bachelor of Arts in *English* and *Adolescent Education*  
Pace University, Pleasantville, NY  
GPA 3.6  
Pending Certification: English 9-12, New York State

**Relevant Coursework:**  
Adolescent Literature  
American Art History  
Composition Theory/Practice  
Remedial Reading  
Multicultural Education

**Computer Skills:**  
MAC  
Quark  
Adobe Photo Shop  
Front Page  
MS Publisher  
Internet

**Accomplishments:**  
Co-Editor of student newspaper, *New Morning*  
*Increased advertising and readership by 27%*  
Published short story in campus literary magazine, *Aphros*  
Received Pace Literary Award  
Pace University Presidential Scholarship

**Field Experience:**  
**STUDENT TEACHER:** Stamford High School, Stamford, CT  
Fall 20xx  
*Taught a variety of English courses including Writing Strategies and Techniques and American Literature and Language*  
*Infused technology into the classroom via computer writing labs, specialized software and internet applications*  
*Developed newsletter for 12th grade class*  
*Created drama unit involving presentations of scenes from Shakespearean plays*

**Work Experience:**  
**MEDIA ASSISTANT:** Titan Sports/WWF Sports, Stamford, CT  
20xx-20xx  
*Wrote and edited content for website*  
*Developed knowledge of HTML and Java languages*  
*Organized and catalogued video tapes*  
*Responded to internet inquires and requests for information*

**RESIDENT ASSISTANT,** Pace University Dormitory, Pleasantville, NY  
20xx-20xx  
*Provided supervision for hall of fifty students*  
*Developed crisis management skills, planned events and learned to communicate effectively with diverse student population*

**Volunteer:**  
**ASSISTANT COACH** – Stamford Little League Baseball, Stamford, CT  
20xx-20xx  
*Assisted head coach-manager in general operations of 15 member team*  
*Provided personal instruction and coaching to team members*
ROBERT CRUZ
1 College Street • Big City, State 12121 • (212) 555-6666 • rcruz@hotmail.com

TEACHING INTERESTS

- Childhood Education with Special Education
- Collaborative Team-Teaching, Mainstream Environments and Self-Contained

CLASSROOM EXPERIENCE

Student Teacher, Special Education, XYZ Elementary, New York, NY  Spring 20xx
- Taught twelve students ranging in age from 6-9 years with various functional levels.
- Emphasis on concept development, language, motor and self-help skills.
- Coordinated instructional programs, assisted in developing IEP’s, designed and monitored specialized behavior management programs.

Student Teacher, 5th Grade, ABC School, Pleasantville, NY  Spring 20xx
- Team taught social studies, language arts and science units.
- Motivated students by implementing credit/reward grading system.
- Maintained progress charts.
- Coordinated student autobiography project.

RELATED EMPLOYMENT

Residence Counselor, The Children’s Cottage School, White Plains, NY  19xx–Present
- Supervise adolescent male unit in residential treatment facility.
- Provide guidance, support and discipline for fifteen boys.
- Assist with academic work, campus activities and work program.
- Coach intramural basketball.

EDUCATION

Master of Science in Teaching, Pace University, Pleasantville, NY  20xx
Major: Childhood Education

Bachelor of Arts, Mercy College, Dobbs Ferry, NY  20xx
Major: Sociology/Psychology
Certification: New York State Elementary Education N-6, Special Ed. N-6

PROFESSIONAL DEVELOPMENT

Special Educators Association, National Conference, Dallas, TX  20xx
Special Seminars:
- At-Risk Students in Today’s Classrooms
- Whole Language, Reading Recovery
- Behavioral Management in the Classroom
- Developing Self-Help Skills

LANGUAGES

Bi-Lingual Spanish/English
SAMPLE MST/ADOLESCENT

MICHELE DiFRANCO

861 Dekalb Avenue, Apt #3A  (917) 444-4444
Brooklyn, NY 11201  franco@aol.com

EDUCATIONAL BACKGROUND
Pace University, New York, NY
Master of Science for Teachers, Adolescent Education: Social Studies, Expected May 20xx
NYS Certification in (Subject Area and Teaching Level) i.e., Social Studies, (7-12) Pending

Lehman College, Bronx, NY, May 20xx
Bachelor of Arts in History

HONORS and AWARDS
Outstanding Athlete Award  Pi Lambda Theta (National Education Honors Society)
Dean’s List – All Semesters  Trustee Scholarship

TEACHING STRENGTHS
American History  Government  World History
Economics  European History  Political Science

EXPERIENCE
Forest Hills High School, Forest Hills, NY, September 20xx – Present
Student Teacher (full day two semester experience)
• Prepared educational objectives and lesson plan for three Social Studies classes.
• Used simulations, media, guest speakers and small group activities.
• Developed an interdisciplinary unit involving maps, drawing/art and math.
• Designed activities to develop verbal and critical thinking skills.
• Simulated a model of town government to demonstrate the electoral process.
• Coordinated field trips to local historical sites.
• Implemented lessons to fit block scheduling for 90 minute periods.

Pace University Tutoring Center, New York, NY, September 20xx - Present
Tutor
• Provide both individual and group tutoring to undergraduate students in social science subjects.
• Create individualize tutoring plans to meet needs of students.

Tarrytown Historical Center, Tarrytown, NY, April 20xx – Sept. 20xx
Program Coordinator
• Created and implemented specialized projects for youth groups.
• Educated general public on historical, social and cultural facts relating to historical landmarks. Period covered: Pre Civil War to Post World War II.

ACTIVITIES
Big Brothers Big Sisters, Volunteer Mentor (Provide individual mentoring for 9th grade student on a weekly basis)
Future Educators of America Organization, Secretary

LANGUAGES
Conversational French and Spanish

REFERENCES
Available Upon Request
BRYAN VEGA
2 Park Road, Brooklyn, NY 11228
(718) 382-4623 • bvega@hotmail.com

CERTIFICATION
NYS Certification in Biology (5-12) – Projected Spring 20xx
NYS Certification in Chemistry (5-12) – Projected Fall 20xx

EDUCATION
MST, Adolescent Education, Biology (with Middle School Extension) – Projected: June 20xx
Pace University, Pleasantville, New York
Q.P.A.: 3.7

BA, Liberal Studies – May 1993
State University of New York, Purchase, New York
G.P.A.: 3.6

STUDENT TEACHING
Fox Lane Middle School, Bedford, New York (F.A.S.T. Curriculum, Grades 6-8) – Fall 2000
Mahopac High School, Mahopac, New York (Regents and AP Biology) – Fall 2000
• Assumed full responsibilities of classroom teacher
• Actively involved with academic team at middle school level
• Designed, modified and utilized lesson plans, teaching materials, informal and formal assessments
• Engaged students by using variety of hands-on activities, cooperative learning strategies, simulations, demonstrations and multi-disciplinary activities
• Prepared and supervised laboratory investigations
• Worked with individuals and small groups of students to strengthen their skills
• Participated in faculty and staff development meetings

RELEVANT WORK EXPERIENCE
The Natural Way, White Plains, New York
Staff Educator – June 20xx to Present (Summers)
• Design and implement science enrichment programs for children ages two through twelve
• Teach students about the living world through interactive experiences with live animals, the natural environment, music, dance and storytelling

Pleasantville Children’s Center, Pleasantville, New York
Teacher, Four Year Old Class, P.M. – September 20xx to June 20xx
Assistant Teacher, Three/Four Year Old Class, A.M. – September 20xx to June 20xx
• Collaborated with teachers to develop and implement interdisciplinary theme-based Pre-Kindergarten curriculum
• Created Enrichment Program for three and four year olds

Nature Specialist – Summer 20XX
• Implemented nature program for summer day camp with over 100 campers, ages four through twelve
• Incorporated mini-lessons, nature walks and art projects using natural materials

COMPUTER SKILLS
WordPerfect, DataPerfect, Microsoft Word, Microsoft Excel, PowerPoint
PROFILE

- Enrolled in certification program with goal to teach Biology in a NYC public high school
- Experience as a tutor and graduate teaching assistant with a strong academic background in Biological Sciences
- Dedicated to incorporating interactive learning activities in the classroom to promote student interest in the science field
- Skilled in working with individuals with developmental disabilities and special needs

EDUCATION

NYS Transitional C Certification, Adolescent Education: Biology
Come Teach With Us Academy, Pace University, New York, NY
May 2006

M.S., Geology, Program in Vertebrate Paleontology
Villanova University, December 2004

B.S., Biological Sciences, Concentration in Ecology & Evolution
Cornell University, May 1999

RELATED EXPERIENCE

Sylvan Learning Center, Ithaca, NY 20xx-Present
Teacher
- Delivered after-school instruction in math and reading to students in small groups
- Utilized motivational techniques and personalized programs to meet students’ needs
- Received Sylvan Teaching Certification, April 20xx

Villanova University, Villanova, PA 20xx-20xx
Teaching Assistant
- Reviewed Biology 101 class topics with students outside of class for pre-test preparation and post-test review
- Assisted in grading several exam sections consisting of both short answers and essays
- Organized and distributed class and laboratory materials

Paleontological Research Institution, Monroe, NY 20xx-20xx
Volunteer
- Aided in construction, arrangement, and labeling of display exhibits
- Performed observational analysis on frequency and length of visitor views of exhibits
- Answered questions regarding exhibits for adults and children
- Education Assistant
- Participated in fossil-collecting trips with local children’s groups (i.e., girl scouts)
- Created illustrations for dinosaur teacher’s guide intended for future publication
Camp Kiwi, Inc.  Carmel, NY  Summer 19xx

* Counselor *

- Aided teachers in providing support to adults with developmental disabilities
- Assisted in supervision during field trips and activities

**OTHER EXPERIENCE**

**Westchester Medical Center**  Valhalla, NY  20xx-20xx

* Research Technician *

- Conducted study of blood flow in dialysis patients using laser-Doppler flowmetry
- Co-authored paper describing preliminary results of said study (publication pending)
- Presented poster of results at 20xx American Society of Nephrologists meeting (Las Vegas, NV)
- Performed surgery on rats to allow application of laser-Doppler techniques on kidneys

**Cornell University**  Cornell, NY  Summer 20xx

* Student Participant in Paleontological Research Dig *

- Participated in 3 week paleontological trip to Wyoming in search of fossils
- Assisted in discovery of Allosaur hip bone and Oligocene snake remains

**Cornell University**  Cornell, NY  19xx-19xx

* Assistant to Curator *

- Performed quality assurance on inventory of teaching collection
- Prepared quality assurance on Princeton Halley Museum horse fossil collection
- Assisted visiting scientist studies by assembling collection of Asian mammal limb bone fossils

**Paleontological Research Institution**  Monroe, NY  19xx-19xx

* Collections Assistant *

- Assisted in cleaning of invertebrate fossils
- Prepared fossils to be moved by packing and unpacking
- Participated in fossil-collecting trips
- Organized fossils within collections’ shelving units

**Boston University**  Boston, MA  Summer 19xx

* Laboratory Assistant *

- Maintained college advisor’s anthropology lab over the summer
- Managed inventory of human and other primate skeletal specimens

**AFFILIATIONS**

- American Historical Association
- National Council for the Social Studies
- New York State Council for the Social Studies

**INTERESTS**

- Cross Country Track
- Travel to India, Japan, South Africa, Brazil, and 45 of the 50 states in United States
A well-written and business style cover letter should accompany any resume being sent to a prospective employer. Think of the cover letter as a promotional advertisement of your candidacy. The first impression of you as a candidate will be based on your ability to express yourself and stimulate interest in your background and qualifications. A cover letter’s goal is to market the highlights of your knowledge, skills and related experience as well as establish you as a viable candidate. It should show how your qualifications match the needs of the school. After all, a cover letter is your one minute commercial and you will want it to stand out from the rest.

There are two basic types of cover letters: application (responses to available openings) and broadcast (general inquiry about available openings). Letters should be addressed to a specific individual. Try to find the name and title of the school district contact before writing. Hiring officials are often listed in directories, available by phoning the school district, or by checking online information about the district.

The first step in writing a cover letter is to review information about the job and attempt to address key points relating specifically to that position, school and district. Next, consider your own qualifications and select those that most closely fit the requirements of the position. What are your strongest selling points? What makes you specifically qualified for that position? Cover letters should be no more than one page and should not repeat your entire resume.

Review the outline on the next page and keep the following tips in mind:

**REMINDERS**

* Do not use generic cover letters but target to the position and school. Target to the school and position

* Check that the forwarding address in the salutation and school district referenced in the body of the letter MATCH

* Since most cover letters get only a minute or two of consideration, you must grab the reader’s interest immediately!

* Always customize your letter for each position.

* Appearances count! Pay attention to format! Proofread and proofread again! Mistakes could cause immediate rejection.

* Use standard 8 ½ x 11 inch bond paper to match your resume.

* Avoid using sentences beginning with “I”.

* Use professional language without too much jargon.

* Highlight relevant experiences, appropriate training and specific qualifications.

* Show how your qualifications match the needs of the school.

* Focus attention on your achievements, not your personal characteristics.

* Keep copies of all your correspondence for your records.
BASIC COVER LETTER FORMAT

Your Street Address
Town, State and Zip
Today’s Date

Administrator’s Name
Administrator’s Title (if available)
School or District Name
Street Address
Town, State and Zip

Dear ____________: (If unknown, use “Dear Madam or Sir” not “To Whom It May Concern”)

The first sentence must name the specific position for which you are applying. This is because the very first reader of your resume will probably be a secretary who needs this information to place your letter in the correct pile.

The second paragraph should begin with a great attention getting sentence that shows how you can help the school address its needs and sets a well-written, sincere tone. Continue to describe your strengths and accomplishments as they relate to the needs of the school. You can mention any special connection such as being a graduate of the school or having student taught there in the 1st sentence of the paragraph.

Reveal more of yourself in this paragraph. Career changers or candidates returning to the workforce after raising a family can address that situation; inexperienced applicants can address their circumstance. Accomplishments and special talents should be stressed.

The fourth paragraph expresses your sincere commitment to education and teaching children. You can end by thanking the reader and requesting a personal interview.

Sincerely,

Your name typed

Enclosure

Opening
Use standard business letter format

1st paragraph
What position you are applying for?

2nd paragraph
How you can meet the school’s needs?

3rd paragraph
To highlight special talents or circumstances

4th paragraph
The closing
1 Brewster Lane  
Stamford, CT  06901  
Today’s Date  

Mr. C. Dawson  
Director of Human Resources  
The Castle School District  
Norwalk, CT   06850  

Dear Mr. Dawson:  

I am interested in applying for the elementary teaching position that is available in your district.  

In addition to completing an undergraduate degree this year, I served as a tutor in an after-school center, and devoted my evenings every weekend volunteering for a crisis hotline. During student teaching, I applied my educational background to meet the needs of all students. I formed cooperative learning groups, organized individualized projects, created learning centers, and implemented learning style research in every lesson. Alternative assessment methods, such as portfolios, rubrics, and performance assessments, in combination with traditional tests, enabled me to evaluate children. In my tutoring position, I met regularly with teachers and parents in order to prepare students for the curriculum in their classroom.  

Classroom computers presented unique opportunities to help each child achieve success. In a staff development workshop I attended call Problem-Based Learning, I learned to pose open-ended questions that children could research over the Internet. In addition, I have continued to monitor various educational software and web sites that address the diverse abilities and interests of children.  

For me, the most rewarding part of teaching is nurturing the relationships I forged with every child and the sense of confidence they felt as they experienced success and growth in my classroom. I look forward to meeting you to learn more about your school and to discuss how my skills can meet the needs of your students.  

Sincerely,  

Joseph Jones
SAMPLE CAREER CHANGER COVER LETTER

47 Newton Drive
Brookhaven, New York 10101
Today’s Date

Dr. Dennis Dunn
Social Studies Department Chairman
Glen High School
22 Bedford Lane
Iona, NY 10001

Dear Dr. Dunn:

In response to your advertisement in the New York Times for a history teacher, I am submitting my resume for your consideration.

I believe that I have much to offer the students at Glen High School. Recently, I completed my teaching degree at Pace University and became certified to teach History. As a student teacher at Sutton High School, I was indeed fortunate to work with the advisor to the History Honors Program. During the course of the year, I developed a rubric for scoring research papers and participated in a faculty committee evaluating a new history textbook series. In addition, I designed various hands-on projects that addressed such topics as the election process, international affairs and community government. I also volunteered to serve as assistant coach of the junior varsity field hockey team.

I owned a store in my “former life”, but I found the work unexciting compared to teaching. Through my retail sales and management experience, I understand the importance of motivation and possess excellent listening skills. As a participant in my company’s “Tools to Learning Program”, I volunteered each week as a teacher’s assistant. This experience fostered my interest, enthusiasm and strong motivation to pursue a career in teaching.

From my first day of student teaching, I realized that I had made the right career move. I am confident that my skills will help students at Glen High School reach high levels of achievement while nurturing them at a critical stage of their lives. I would be happy to meet with you to discuss my qualifications in greater detail.

Sincerely,

Karen Stone
PORTFOLIOS/ePORTFOLIOS and LESSON PLANS

A portfolio is an additional tool to strengthen your job search and to provide a personal self-portrait. Portfolios are housed in a three-ring binder or in a leather artist’s portfolios. ePortfolios are housed electronically/online and tend to be used instead of print portfolios.

For more information on Pace’s ePortfolio initiative, click on http://www.pace.edu/eportfolio

The Portfolio or ePortfolio can be useful because it:

- Showcases your accomplishments
- Targets your strengths
- Models your ability to present information in an intelligent, organized and creative style

The following materials can be included in a portfolio or ePortfolio:

- Table of contents
- Resume
- Statement of philosophy
- Print or digital Photographs, video clips or videotapes of classes
- LESSON PLANS (Print or Online)

Lesson Plans: Select one or two lesson plans and samples of your students’ work to include. Also make enough copies to hand out to the interview committee. (See Interview Section of Guidebook)

- List of accomplishments
- Student evaluations
- Autobiography
- Evaluation forms from student teaching
- List of references
- Letters of recommendation
- Awards
- Evidence of meeting course and program outcomes
- Official Documents

Creating Your Portfolio/ePortfolio:

- Demonstrate your achievements in an organized, thoughtful and meticulous manner
- Be selective to showcase your ability to meet the school’s instructional needs
- Less is more with print portfolios, since time to review your portfolio is limited
- Refer to most important things in the portfolio at interviews, as time is limited
- Forward ePortfolio before the interview or follow up with it after interview
- Stand out by posting an abbreviated version of your portfolio on your personal web site
- Don’t forget to include sample Lesson Plans and student work examples
Preparation…Your Wardrobe and Grooming

Initial impressions count, so be sure to have interview attire that is professional and comfortable! Quality clothing along with an appropriate, neat hairstyle will combine to make a professional image. Dressing like you already have the job is demonstration of self-confidence.

**IMAGE TIPS FOR WOMEN**

- **SUIT OR DRESS:** A conservative colored suit is always appropriate, but a tailored dress may also be worn. Avoid floral prints. The skirt should be knee-length with no high slit. Be sure that the skirt is not too tight and that you are comfortable sitting down in it. Today, many professional women wear pant suits but we advise against it on the first interview.

- **BLOUSE:** A business-like blouse that looks neat under the suit and is flattering. White or pastels are always good but a different color is also acceptable if it is professional. Make sure that it is freshly pressed and has a conservative neckline.

- **SHOES:** Mid-heel pumps in black, brown or navy. Don’t wear light color shoes, sandals, or very high or narrow heels. Make sure that your shoes are well polished and in good repair.

- **HOSE:** Neutral color hose is always safe, but hose that blends with the hemline is also acceptable. No textures, patterns or opaques. Carry an extra pair of hose in a briefcase or pocketbook in case you spring a run on the way to the interview.

- **ACCESSORIES:** Conservative jewelry (one ring on each hand) and simple style earrings, (one pair only) avoiding big hoops and bangles. Your pocketbook should be in good condition. You may want to use a professional looking briefcase instead of a pocketbook and carry a smart looking portfolio in which you will keep extra copies of your resume, a note pad and a business-like pen. If you smoke, do not have cigarettes visible in your briefcase or pocketbook.

- **GROOMING:** Fingernails clean and not too long. Polish is fine as long as it is conservative. Hair clean and well groomed. Make-up should be natural and conservative especially with eye shadow and liner. No visible body piercing. Do not wear a heavy cologne. Make sure that your clothes are spotless. Check for lint and dandruff before your interview. Avoid strong smelling foods and freshen your breath before your interview. Do not smoke for several hours prior to the interview if possible.
IMAGE TIPS FOR MEN

► **SUIT:** Single breasted suit of gray, black, navy or pinstripe. Fabric should be wool or wool blend. Sleeves should end at wrist bone.

► **SHIRT:** Long sleeved, button down or spread collar of white or light blue. Collar should fit perfectly and one inch of cuff should show beyond suit. Fabric should be cotton or cotton blend and should be well ironed.

► **TIE:** Conservative stripe or small pattern preferably of silk. No bright colors.

► **SHOES:** Laced oxfords black, brown or cordovan. Tassel slip-ons are acceptable. Make sure your shoes are shined and in good repair!

► **SOCKS:** Solid and dark to match the shoes and high enough to cover the calf.

► **ACCESSORIES:** The only jewelry that should be worn is a conservative watch and perhaps a conservative ring if that is what is usually worn. A good leather belt to match your shoes or you could wear suspenders, but not both. Carry a professional looking portfolio in which you can keep extra resumes and a note pad. Buy a professional looking pen. If you smoke, do not have cigarettes visible in your pocket or portfolio.

► **GROOMING:** Make sure your hair is neat, your nails are clean and everything is polished and professional. Hair should be short and beards should be clean shaven or close. Make sure that your clothes are spotless. Check for lint and dandruff before your interview. Avoid strong smelling foods and freshen your breath before an interview. Do not wear strong smelling after shave or cologne. If you smoke, avoid smoking for several hours prior to the interview. No visible body piercing.
INTERVIEW SUCCESS

Marketing yourself successfully to prospective employers (schools) is the key to getting interviews. Making a strong, lasting impression while conveying your skills, abilities and enthusiasm are critical to getting hired. Preparing for interviews is vital to your success. Many hiring decisions are based upon intuitive reactions and subjective criteria. Those who convincingly communicate their value will be perceived as the best candidates. So don’t underestimate the importance of making a strong impression. There are several things you can do to increase your chances of getting hired.

Before the Interview

Your interviewing success depends on how well you convey your ability and enthusiasm to teach. To answer questions effectively, do your homework – both about yourself and the districts you are considering. You need to be familiar with the different types of interviews school districts use and to practice your interviewing techniques. Interviewers seek attributes such as communication, leadership, technical (SMART Board, PowerPoint), self-management and personal development skills

● Demo Lesson—Be prepared to teach a demo lesson.

● Lesson Plans and Samples of Student work – Be prepared to teach a demo lesson. Bring 1 or 2 sample lesson plans and samples of student work. Make enough copies to hand out to the interview committee

● Writing Sample—Be prepared to do a writing sample

● Identify Your Strengths—Assess your strengths and weaknesses. Be prepared to describe your skills with examples of how you have applied them effectively. Know your shortcomings and be able to honestly address them.

● Research Potential Employers–Learn about the districts and schools you are targeting. Request brochures and information when gathering applications. Review materials in newspapers and libraries. Check out the websites for New York State Department of Education, www.nysed.gov/, and for New York State Education for School Reports, www.nystart.gov/publicweb, to get information on the school and administration. For example, as you gather information about the size, demographics, characteristics, history, development, and specifics of the school and administration, keep in mind how you can use this information on the interview to show your interest and ask intelligent questions.

● Practice- Prepare what you want to tell about yourself beforehand. Practice stories that demonstrate your abilities in front of the mirror or with a friend. Make an appointment with a Career Services counselor to practice and videotape a mock interview session. Practice until you are comfortable and confident. Review the list of questions to prepare for and those you can ask on pages 33 and 34.

Types of Interviews

School districts generally use first interviews to screen applicants. They may take place at job fairs, on campus or at the district’s location and be with a principal or personnel representative. Many times a committee of three or more people will be conducting the interview. Some districts use a standardized interview that is actually scored or a question and answer instrument to initially screen candidates. Behavioral or Competency based interviews have become increasingly popular because they focus on specific examples of past behavior that can be used to predict future actions and attitudes. A Behavioral Interview relies less on hypothetical questions and incorporates the use of open-ended real-life incidents. As an applicant, you will want to describe times when
You have been successful using skills, abilities, and knowledge required for the job. Give examples of past performance from work, student teaching, tutoring, hobbies, activities or volunteer work.

Examples of Behavioral Questions:

♦ “Tell me about a time when you had to overcome an obstacle.”  
♦ “Describe your experiences working with a diverse student body.”  
♦ “Describe a team project you have worked on and your role.”  
♦ “Describe how you would deal with a disruptive student in your classroom.”

In order to best prepare for this type of interview you can review the position qualifications and then identify examples (stories) from your past experience that relate to those requirements. Always give specific examples to interview questions in order to establish your credibility. The interviewer is looking for results not just activities. Therefore, a recommended approach to answering this style of questioning is called the STAR technique.

STAR stands for:

♦ ST (situation/task)  
♦ A (action – what you did)  
♦ R (results – the outcome of your effort)

An example of how to use the STAR method:

“Tell me about a time when you had a group project and a team member was not contributing to the project?”

Situation/Task:  
A team assignment in one class was to develop an assessment tool to evaluate students’ writing and reading comprehension.

Action:  
One member of our team was just not pulling his weight, so I took that person aside, explained the frustration of the group and asked if I could help him get started with his contribution to the team assignment. He told me that his energy was focused on another class that he was struggling with. I gave him some suggestions about that class since I had taken it last semester.

Result:  
He was grateful to me for helping him out and was able to spend more time on our project, which we finished on time and received a very good grade on it!
**During the Interview**

*Be prepared to teach a mini demo lesson in front of an interview committee, do a writing sample, and distribute copies of your lesson plan, student work samples and resumes at the interview.*

Arrive early and know where you are going. Practice finding the location of the school if you are unsure about directions. Be courteous to office personnel and state why you are there. Greet the interviewer with a smile and a firm handshake. Follow the lead of the interviewer; remain alert and aware of your body language. Remember, your visual and nonverbal signals speak as loudly as your words. Show enthusiasm and sincere interest in the position. Be prepared to ask questions that have not been addressed. Project confidence!

**Ending the Interview**

Restate points you want to emphasize at the conclusion of the interview as well as your interest in the position. Ask when the selection decisions will be made so you will know how long the process should take and what the next steps are. Be sure to thank the interviewer (s) for his/her time and make sure that you have the correct spelling of interviewer’s name.

A typical ending to an interview might include this question: “Is there anything else you’d like us to know about you or to share with us?”

If you are given the opportunity to summarize your strengths and state why you should be considered above the other applicants, you should seize the chance to put the icing on the cake. A sincere thank you combined with your ability to meet the needs of the district can be very effective. For example, consider crafting something like:

“I just want to thank you for your time and consideration. I am really excited about the possibility of working here. Since you are looking for a teacher who can improve students’ reading, I know I am the person who can do just that. I enjoy children and books and I know that there is always a way to grab students’ attention by connecting them with the right book. If given the chance, I know I can be effective in the classroom.”

**After the Interview**

Be sure to take the time to send a follow-up letter within 24 hours thanking the employer for the interview and expressing your interest in the job. This letter should be brief and to the point. If the employer asked you to provide any additional materials or documents, you may enclose them with your letter. You can use this opportunity to reinforce some relevant information that was not adequately discussed at the interview. See sample follow-up letter on page 32.

Second interviews tend to be held with a superintendent and could include school board members, supervisors and other selection committee members. Many districts require a demonstration lesson as part of the final screening process. In addition, candidates may be invited back for a final meeting with other teachers and staff.
The interview begins when you walk into the room. Always present yourself as a mature, dedicated professional.

Become familiar with the various interview styles. Be ready for any interview style and for difficult questions about teaching or your background.

Focus attention on your strengths; always trying to illustrate how you can address the needs of the school.

Be prepared to tell an anecdote from the classroom.

Teach a mini demo lesson

Do a writing sample

Distribute copies of your lesson plan, student work samples and resumes to the interview committee

Answers should not take more than two minutes. Use your portfolio to support your points.

Stay cool – even if pressed or if you make a mistake. Interviewers need to know that you can maintain your poise and think clearly during stressful moments.

Always ask your own questions to learn more about the school and to impress your prospective employers.

Keep referring to your philosophy of education and how you translate that philosophy into the classroom.

Check out the website for New York State Education for School Reports, www.nystart.gov/publicweb to get information on the school and administration.

Refer to internet sites, “best practices” used by master teachers, research from a college course, journal or book in your answers.
June 4, 20xx

Dr. Betsy Hardy
Superintendent
Crestview High School
Crestview, New York 51000

Dear Dr. Hardy:

It was a pleasure meeting with you on June 2nd to discuss the tenth grade English position available at Crestview High School. I was very impressed with the high quality of instructional goals evident at Crestview and would like the opportunity to join your teaching staff.

My background in writing would be a strong contribution to your school and its goal of having the highest percentage of top graduates in New York State. After having discussed the yearbook production with you, I am excited about the possibility of being an advisor.

I look forward to receiving your call within the next two weeks. If, in the meanwhile, I can provide you with any additional information, please do not hesitate to contact me.

Sincerely,

Knells Kilkenny

(*Letter should be sent within 24 hours of interview)
WHAT ARE EMPLOYERS LOOKING FOR?

Besides competency in your area of certification, your skills in oral and written communication, classroom management, technology, teaching methodology, etc. will be critical. In addition, there are certain qualities that characterize successful teachers. During the interview process you will be assessed on many of these personal characteristics which are just as important.

Which do you possess? How can you demonstrate them? Which ones do you need to develop?

**Communication/Rapport**: develop positive and favorable relationships with each student -

______________________________________________________________________________

**Goal Orientation**: develop plans and objectives -

______________________________________________________________________________

**Active Teaching**: stimulate students to think, respond and learn -

______________________________________________________________________________

**Creativity/Innovative**: try new ideas and techniques -

______________________________________________________________________________

**Motivation/Initiative**: continually search for materials and experiences to use in the classroom -

______________________________________________________________________________

**Empathy**: accept students feelings and thoughts -

______________________________________________________________________________

**Active Listener**: listen with responsiveness and acceptance -

______________________________________________________________________________

**Investment**: receive satisfaction from achievement of students -

______________________________________________________________________________

**Adaptable/Individualized Perception**: respond to each student’s individual needs -

______________________________________________________________________________

**Problem Solver/Objectivity**: respond to situations with observation and facts -

______________________________________________________________________________

32.
COMMONLY ASKED INTERVIEW QUESTIONS

◆ Tell us about yourself? (the most commonly asked question)
 ◆ Why do you want to teach?
 ◆ What do you like best about teaching? What do you like least?
 ◆ What is your philosophy of education? How did you develop it?
 ◆ With what kind of student do you most (least) like to work?
 ◆ Describe your style of teaching.

◆ How would you use test data with students to improve your teaching?

◆ How would you motivate students who are resistant?

◆ How would you handle a student who is disruptive in class?

◆ If offered the job, how would you prepare for it?
 ◆ How do you individualize your teaching?

◆ Would you like to be involved in school (community) activities? Which ones?

◆ What are your career goals five years from now? Ten years from now?

◆ What have you learned from student teaching?

◆ What was your biggest challenge when student teaching? How did you handle it?

◆ What are your strengths as a teacher?

◆ What are the qualities of an excellent teacher? Which of these qualities do you have?

◆ How would you work with students who perform below grade level? With students from diverse socio-economic backgrounds?

◆ What grade level do you prefer? Why?

◆ How would you prepare for parent-teacher conferences?

◆ Why do you want to work in our district?

◆ What do you know about our school district?

◆ Why should we hire you?

◆ Describe an ideal classroom.

◆ What do you know about NYS teaching standards and how do you feel about them?

◆ What do you think are the components of a good lesson plan?

◆ What are your expectations for students and parents and of co-workers and administrators?

◆ Describe your background working with computers and other forms of Instructional Technology
QUESTIONS FOR CANDIDATES TO ASK

Always research district and school in preparing your questions! For example, check out the website for NYS Education for School Reports for information on individual schools etc. www.nystart.gov/publicweb,

♦ What is the student/teacher ratio in your district?
♦ Do you encourage teachers to earn advanced degrees?
♦ How many classes a day will I be expected to teach?
♦ Do you have teachers serving in areas for which they do not have full certification?
♦ Tell me about the students who attend this school.
♦ What textbooks does the district use in this subject area?
♦ How are teachers evaluated?
♦ Do teachers participate in curriculum review and change?
♦ What is the average faculty turnover rate?
♦ What support staff members are available to help students and teachers?
♦ Are there opportunities for team teaching and planning?
♦ How does the teaching staff feel about new teachers?
♦ What discipline procedures does the district use?
♦ Do parents support the schools? Does the community?
♦ Does your school use teacher aides or parent volunteers?
♦ What allowances are provided for supplies and materials?
♦ How involved are parents at this building and district?
♦ Does the administration encourage field trips for students?
♦ How are teachers assigned extra-curricular activities? Is compensation provided?
♦ Does the district have a statement of educational philosophy or mission?
♦ What are prospects for future growth in this community and its schools?
EMPLOYMENT OPTIONS

Landing a teaching job in today’s competitive marketplace can be a challenge. It is important for all job hunters to remain open and flexible to a variety of education related opportunities. Consider private schools, boarding schools, parochial/religious schools, moving or a long commute. If September rolls around and there are no offers, consider the options noted here.

SUBSTITUTE TEACHING
Many districts hire candidates who have substituted because they have gotten to know them and evaluated their skills. By substituting, you keep in contact with districts, network with teachers and administrators, gain confidence and experience and learn the “ins and outs” of a school and a district. Impressing a teaching staff with your professionalism despite the fact that you are a “sub”, can only help your job search process.

TEACHING ABROAD
If you are the adventurous type, consider teaching in an international setting. There are more than 700 schools abroad, hiring approximately 35,000 professionals. Requirements, salaries and benefits vary, but many assignments offer free housing and bonuses upon completion of contracts. The Peace Corps also offers a teaching exchange program. If you are considering this option it is necessary to get started on your search at least a year before you plan to work abroad. For further information contact:

International Schools Services (ISS)  U. S. Department of State  Ed-U-Link Services, Inc.
P. O. Box 5910  Office of Overseas Schools  P.O. Box 2076
Princeton, NJ 08543  Room 245  Prescott, AZ  86302-2076
(609) 452-0990  Washington, DC  20522  (928) 778-5581
www.iss.edu  (703) 875-7977  www.edulink.com
www.state.gov/www/about_state/schools

TEACHING ASSISTANT
Working as a teaching assistant with an experienced teacher is an effective way to get your “foot in the door” when teaching positions open in the school you are working.

RELATED EMPLOYMENT
As a trained teacher you have many transferable skills which can be put to use in other environments besides a traditional classroom. Consider taking a job with school age children in any of the following kinds of organizations:

- Computer training centers
- Day care centers/preschools/childcare
- Group homes/residential treatment facilities
- Community recreation centers (i.e. YM/YWCAs)
- Adult education programs
- Colleges or universities
- Senior citizen centers/Adult day care programs
- Vocational/job training centers
- After school programs
- Libraries
- Youth services
- Churches, synagogues, hospitals
- Camps
- Educational publishers, non profits
- Coaching
- State/federal/government
- Educational development programs/grant writing

Broadening your experience will increase your skills and value in the marketplace!
INTERNET SITES FOR EDUCATORS

CHECK THEM OUT!
This section includes important internet sites and resources for jobs and information:

- BOCES (OLAS) should be checked regularly in your job search.
- Pace’s Career Services website www.pace.edu/careers includes a section on Education
- Education Jobs Listserv http://www.pace.edu/career-services/education-jobs-listserv

K-12 JOB LISTINGS

BOCES (OLAS) Online Application System for Educators: Internet-based application system for jobs serving school districts in several regions of New York State. www.olasjobs.org

New York State Department of Education. www.nysed.gov

New York State Education Department/Office of Teaching Initiatives: Several useful websites for teaching jobs in NY State. www.highered.nysed.gov/tcert/career/joblinks

New Jersey Department of Education. www.state.nj.us/education

Connecticut Department of Education. www.state.ct.us/sde

New York City Department of Education: Official website for teaching in New York City and the 5 Boroughs. http://schools.nyc.gov/TeachNYC

K12jobs.com: Job search information for K-12 educators including job vacancy announcements, certification information, salary information, and professional organizations. www.k12jobs.com

Teacher Jobs: Post your resume online and search for job listings. www.teacherjobs.com

Academic Employment Network: Lists available positions in colleges, elementary, and secondary educational institutions for faculty, staff and administration. www.academploy.com

Teach for America: National teacher corps of outstanding recent college graduates of all majors committed to teaching in underserved urban and rural public schools. www.teachforamerica.org

Teachers.net: One-stop source for employment information for teachers, including teacher chat center. www.jobs.teachers.net

Idealist: The best Nonprofit Career Center on the Web, with hundreds of job and internship listings. www.idealist.org

Indeed.com: A search engine that searches all job and employer websites for job listings. www.indeed.com

Craigslist: A local listing of jobs in Education. http://newyork.craigslist.org


Partnership for After School Education: Publishes an online monthly job bulletin that advertises free listing of jobs in the youth development and after school field in NYC. www.pasesetter.org
INDEPENDENT, PRIVATE AND PAROCHIAL SCHOOL JOB LISTINGS

National Association of Independent Schools: Information on jobs at private schools. www.nais.org


Educators Alley is a search/placement agency for boarding, day and independent schools in the Northeast, with a special concentration on schools in Westchester, Connecticut and New York City. http://www.educatorsally.com


HIGHER EDUCATION JOB LISTINGS/INFORMATION

Academic Careers from K- Higher Education for teaching, research http://www.academiccareers.com


Academic 360: Links to 3025 faculty, staff, and administrative announcements, diversity resources, salary information. http://www.academic360.com

TEACHING RESOURCES AND TOOLS

New York State Education for School Reports. www.nystart.gov/publicweb

American School Director: Vital school information on all K-12 schools in America. www.asd.com

Education World: Education information, including database of ~56,000 sites. www.education-world.com

School Administrators Association of NYS: For Education administrators. www.nyedjobs.org

New York City’s United Federation of Teachers: Provides information for new teachers and the union. www.uft.org

The Teachers Network is a national educational nonprofit organization that supports innovative, professional and creative public school teachers. www.teachnet.org

Education Week on the Web: Online education newspaper. www.edweek.org

National Education Association: Topics on public education as well as educator and parent resources. www.nea.org