



**THE CAREER CENTER**  
**University of North Carolina Wilmington**  
**[www.uncw.edu/career](http://www.uncw.edu/career)**  
**910-962-3174 ph**

# **EDUCATION EMPLOYMENT GUIDE**

## **CONTENT**

**Self-Managed Credentials**  
**SeaWork**

**Your Job Search & Correspondence**  
**Education Job Fairs**

**Resumes and Cover Letters**  
**Interviewing**

**Frequently Asked Questions**

**Sample Resumes, Cover Letters, Thank You Letters**

# CREDENTIALS

Credentials are the documents you send to the County School System Human Resources office when applying for teaching jobs in NC. If you are applying out of state, be sure to check their web sites for how to apply and what materials are needed.

## **WHAT DOCUMENTS MAKE UP YOUR CREDENTIALS?**

- Resume and/or cover letter
- 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 on the Career Center web site under For Faculty/Staff in the right column.

### **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. Electronic signatures are acceptable.
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 STORE YOUR DOCUMENTS IN SEAWORK:**

1. Login to SeaWork from at [www.myseawork.com](http://www.myseawork.com). Update your profile if necessary.
2. Upload your documents: go to My Profile & Docs 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 by the Career Center.
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 flash 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 Praxis Scores and Letter of Completion. The Career Center does not receive transcripts – you manage them.
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

[www.myseawork.com](http://www.myseawork.com)

## **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.
- If you are not in SeaWork, please contact Diane Reed with your 850# at [reedd@uncw.edu](mailto:reedd@uncw.edu)

## **UPDATE YOUR PROFILE:**

- The first time you log into your account, you will be asked to update your profile.
- Put your cursor over My Profile & Docs 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 and Internship Search and click on Job Search
- 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.
- Utilize other resources, such as <https://www.teachers-teachers.com/> and CareerShift (link on homepage of SeaWork)

# YOUR JOB SEARCH & CORRESPONDANCE

## **TIPS:**

- Complete North Carolina online teaching application at <http://schooljobs.dpi.state.nc.us/Home>
- Busiest hiring season for school systems: April – August
- Attend job fairs
- Mail, email, or drop off resumes to principals – don’t wait for jobs to be posted to do this
- 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.

### **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](http://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.

# 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](http://www.dpi.state.nc.us); for other schools, view web sites posted at [www.uncw.edu/stuaff/Majors/education.htm](http://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)
- Demonstrate accomplishments and support your objective; be honest
- 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	Volunteer Experience	Additional Training
Military Experience	Involvement (Activities)	Honors / Recognition	Professional Involvement
Presentations	Computer / Technical Skills	Skills or Summary of Qualifications	

*\*required or most relevant on a resume*

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

### **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 credentials?***

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](http://www.ncpublicschools.org)
  - Use the Career Center website [www.uncw.edu/stuaff/career/Majors/education.htm](http://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 Credentials section for 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.

### ***Where can I find information on teaching salaries?***

The North Carolina salary scale is posted at [http://www.ncpublicschools.org/salary\\_admin/salinfo.htm](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](http://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](http://www.teachers-teachers.com).

## **SAMPLE DOCUMENTS**

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

# SHEILA SOCIALSTUDIES

222 N. Lew Street

Wilmington, NC 28405

(910) 111-1111

teacher@hotmail.com

---

## **SUMMARY OF QUALIFICATIONS (typically used for candidates with years of experience in other fields):**

- 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 20XX

Social Studies Certification

Dean's List—Four Semesters, GPA 3.8

## **RELEVANT EXPERIENCE:**

**Student Intern**, Spring 20XX

West Brunswick High School, Shallotte, NC

- Taught and managed 30 students within 11<sup>th</sup> grade United States History class
- Taught and managed 30 students within 9<sup>th</sup> 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 workshops and programs to increase professional development
- Worked collaboratively with teachers and administrators to meet the needs of all students

**Substitute Teacher**, 20XX-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 20XX – January 20XX

Bellville Elementary School, Bellville, NC

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

**Teacher Assistant and Bus Driver**, August 20XX – May 20XX

Virginia Williamson Elementary, Bolivia, NC

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

## **OTHER EXPERIENCE:**

**Chicago Police Department**, 20XX – 20XX

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

**US Airways, Incorporated**, 19XX – 19XX

- 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

# NAME

address • city, state zip • phone • email

---

## OBJECTIVE

To obtain a teaching position in the field of elementary education

---

## EDUCATION

**Bachelor of Arts, Elementary Education**, University of North Carolina Wilmington, July 20XX

Concentration in Science/Health

G.P.A.: 3.87/4.0

---

## TEACHING EXPERIENCE

**Student Teacher**, Chinquapin Elementary School, Chinquapin, NC, Spring 20XX

- Taught and managed classroom of 21 students in grade 3
- Developed and implemented creative lesson plans
  - Incorporated a hands on science activities where students learned about the Solar System and collaborated with third grade team to design a mini solar system where students determined the distance between the planets
- Incorporated multiple teaching methods that include cooperative learning, differentiation in small groups, instruction, peer teaching, hands on activities
- Utilized technology, such as the SMARTboard and iPads, for 21<sup>st</sup> century learning
- Participated in professional development workshops in Common Core and Balanced Literacy where I applied these strategies into lesson plans.
- Executed different teaching techniques to meet the needs of multiple intelligences
- Attended RTI meetings, IEP meetings and parent-teacher conferences

**Field Experiences**, Beulaville Elementary School, Beulaville, NC Chinquapin Elementary School, Chinquapin, NC

- Observed instructional strategies and classroom management strategies of cooperating kindergarten, first, second and third grades
- Assisted cooperating teacher with math, science, social studies and language arts/literacy lessons
- Graded student's work and performed other classroom tasks for the teacher

## RELEVANT EXPERIENCE

**Substitute Teacher**, December 20X-Present

- Followed lesson plans prepared for the class (K-12)

**Adjunct Agriculture Instructor**, Wayne Community College, Goldsboro, NC, August 20XX-January 20XX

- Taught Sustainable Agriculture and Basic Farm Maintenance to high school Junior and Seniors at Spring Creek High School, Seven Springs, NC

**Child Care Center Owner/Operator**, 20XX-20XX

- Look after children's well-being and collaborated with families
  - Influenced constructive behavior in children by instilling discipline and respect in a positive environment
  - Made schedules for employees and classroom lessons
  - Planned meals and bought groceries
  - Kept all records, attendance, payroll, DSS payments and private payments
- 

## VOLUNTEER EXPERIENCE

**Elementary School Fall Festivals**, B.F. Grady Elementary School, Albertson NC, October 20XX-20XX

- Baked for the cake walk
- Sold raffle tickets
- Donated items for the silent auction

**Elementary School Dance**, B.F. Grady Elementary School, Albertson, NC, February 20XX

- Chaperoned the Valentines dance for grades 5-8

## NAME

ADDRESS Wake Forest, NC 27587 Cell: PHONE EMAIL

---

### SUMMARY

Special Education Teacher well-trained in the methods of direct instruction. Able to create effective instruction based on each student's strengths and needs and incorporate facets that all students can be involved in.

---

### EDUCATION

#### **Bachelor of Arts in Special Education**—Adapted Curriculum, May 20XX

University of North Carolina Wilmington

Dean's List, 2012-2015

#### **MindSet Training & Certification**, January 20XX

---

### RELEVANT EXPERIENCE

#### **Student Internship**

##### **International Internship**, San Pedro, Belize, March – April 20XX

##### **Emsley A. Laney High School**, New Hanover County Schools, Wilmington, NC, Spring 20XX

- Design and engage students in lesson plans across all subject areas
- Differentiate learning materials to promote success of all students
- Implement positive behavior support systems
- Establish and communicate clear objectives for all lessons, units, and projects to both partnership teachers and students
- Prepare students for transition into employment, post-secondary education, and independent living
- Worked with students individually to meet their IEP goals and objectives

#### **Field Experience**

##### **New Hanover, Pender, and Brunswick County Schools**, Fall 20XX – Fall 20XX

- Observed many different teaching styles in various settings
- Facilitated lessons working one-on-one, one-on-two, and in small groups
- Worked towards meeting students Individual Education Plan goals and objectives
- Assessed students' and kept data towards their progress

#### **Tutor**

##### **UNCW Education Laboratory**, Spring 20XX – Fall 20XX

- Assessed students to determine the areas needed for improvement in math and/or reading
- Designed instruction to meet individual needs
- Communicated with parents regularly through conferences, letters, and phone calls

---

### VOLUNTEER WORK

- **Special Olympics**, Wilmington, NC, 20XX-Present
- **I Can Do It, You Can Do It Camp**, Wilmington, NC, 20XX
- **Work on Wilmington**, Wilmington, NC, 20XX-20XX



---

**INVOLVEMENT & LEADERSHIP**

---

**Student Council for Exceptional Children, 20XX-20XX**

- Volunteered at Special Olympics for three years
- Raised funds to host programs for students with disabilities

**Orientation Leader, Office of Transition Programs, UNCW, 20XX**

The goal of an Orientation Leader (OL) is to convey important information about UNCW and assist new students and their families with the transition to college life. The OL ensures that the orientation program is beneficial, exciting and educational in its content and presentation.

- Explain academic opportunities and procedures to students and families and aid in the development of class schedules
- Acquaint new students with campus services and building locations
- Answer questions, concerns and sensitive issues of students and families
- Present information to both large and small groups of students and parents

**UNCW Cheerleader, 20XX-20XX**

- Cheered for both men's and women's basketball games
- Promoted school spirit at games, local fundraisers and country clubs and raised funds for athletic programs
- Volunteered to help judge at local school cheer competitions
- Coordinated and led cheerleading camps for elementary and middle grades students

# 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 20XX**

University of North Carolina Wilmington

GPA: 4.0, Dean's List

**Bachelor of Arts, English and Communication Studies, December 20XX**

University of North Carolina at Chapel Hill

Dean's List

**INTERNSHIP:** **Teacher Intern, English**, John T. Hoggard High School, Wilmington, NC, Spring 20XX

- 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 production of John T. Hoggard yearbook, SAGA

**RELEVANT**

**EXPERIENCE:** **High School Substitute Teacher**, New Hanover County Schools, 20XX - 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 20XX

- 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 20XX

- 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 20XX – May 20XX

JHS Document Imaging, Wilmington, NC

**Waitress**, March 20XX – September 20XX

The Oceanic Restaurant, Wrightsville Beach, NC

**Trainer, Head Waitress, Bartender**, June 20XX - March 20XX

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

# NAME

ADDRESS    Wilmington, NC 28403    PHONE    EMAIL

---

**OBJECTIVE:**            Secondary English Teacher, willing to work with clubs

**EDUCATION:**        **Master of Arts in Teaching in Secondary Education, English, May 20XX**  
**Bachelor of the Arts in English, May 20XX**  
Concentration: Literary Studies  
Minor: Psychology  
University of North Carolina Wilmington

**RELEVANT EXPERIENCE:**

**Student Intern**, Topsail High School, Hampstead, NC, Spring 20XX

- Teach and motivate 29 students within Honors English II
- Teach and motivate 25 students within English III
- Utilize NC Common Core to develop lesson plans for both classrooms to integrate diverse learning styles, Individual Education Plan's, and 504 plans
- Offer weekly after school tutoring to assist struggling students and promote healthy study habits
- Attend and participate in faculty, department, and parent meetings
- Maintain positive communication with partnership teacher, administration, students, and parents

**English as a Second Language (ESL) Field Experience**, Fall 20XX

John T. Hoggard High School, Wilmington, NC

- Tutored ESL students on several levels of English proficiency
- Read with students and tested for levels of comprehension
- Created engaging and interactive lessons to increase participation

**Field Experience**, Topsail High School, Hampstead, NC, Fall 20XX

- Taught and motivated 17 students in English II
- Created and taught lesson plans
- Assisted English teacher with classroom lessons for inclusion class
- Observed English classroom setting and teaching style

**Volunteer Tutor**, We Care After School Program, Wilmington, NC, Spring 20XX

- Tutored reluctant learners from elementary to high school
- Collaborated positively with colleagues, community members, and parents to meet students' needs
- Fostered a safe and caring environment to facilitate learning
- Mentored students at risk of dropping out of school

**Field Experience**, Eugene Ashley High School, Wilmington, NC, Fall 20XX

- Observed English classroom setting and teaching style
- Participated in classroom activities and assisted in teacher responsibilities
- Created and taught one mini lesson

**OTHER EXPERIENCE:**

**Assistant Sales Leader**, Eddie Bauer, Wilmington, NC, August 20XX-August 20XX

- Trained new employees on their duties at store
- Managed closing duties and supervised employees
- Collaborated with management on ways to improve the store and employee competence
- Facilitated a positive work and shopping environment

# NAME

ADDRESS CITY STATE PHONE EMAIL

---

## KEY QUALIFICATIONS:

- 20 years of service in the United States Marine Corps
- Extensive worldwide travel and interaction with people from different cultures
- Completed a wide range of professional courses focusing on leadership, training and education, and intrapersonal communication
- "Recognition of Excellence" for Social Studies Content Knowledge Praxis test scores

## EDUCATION:

### **Master of Arts in Teaching in Secondary Education, May 20XX**

University of North Carolina, Wilmington, NC

### **Bachelor of Arts with Honors, History, 20XX (GPA: 3.9)**

Thomas Edison State College, Trenton, NJ

### **Diploma with Honors, Russian Language Basic Course, 20XX (GPA: 3.8)**

Defense Language Institute, Monterey, CA

## RELEVANT EXPERIENCE:

### **Teacher Intern:** Dixon High School, Holly Ridge, NC – Fall 20XX-Spring 20XX

- Taught Civics & Economics to approximately 100 students (primarily Seniors)
- Created meaningful and engaging unit and lesson plans to ensure students met requirements as set forth in the NC Essential Standards
- Incorporated real world and current events, along with short essays and debate/discussion activities to encourage students to develop higher order thinking skills
- Worked with partner teacher, Exceptional Children teachers, and school staff to provide additional support and encouragement for students with IEPs and 504 plans

## MILITARY EXPERIENCE:

### **Intelligence Chief/Senior Enlisted Advisor:** 2<sup>nd</sup> Marine Air Wing G-2, Cherry Point, NC, 20XX-20XX

- Conducted curriculum planning and instruction for the Squadron Intelligence Training & Certification course, a bi-annual program designed to train intelligence personnel on aviation-specific requirements
- Served as unit Intelligence Oversight inspector, responsible for providing instruction to subordinate program managers on Intelligence Oversight guidelines and inspecting related records and practices

### **Counterintelligence/Human Intelligence (CI/HUMINT) Chief, 20XX-20XX**

2<sup>nd</sup> Marine Expeditionary Force G-2, Camp Lejeune, NC

- Provided training and oversight to military personnel on proper implementation of interrogation operations and informant networks during deployments to Iraq and Afghanistan
- Drafted After-Action/"Lessons Learned" reports analyzing best practices for CI/HUMINT operations conducted over a two-year time period in both Iraq and Afghanistan
- Trained military and civilian personnel on the utilization of new software applications and procedures in support of intelligence collection operations and analysis

### **Company Chief/Senior Enlisted Advisor:** 3<sup>rd</sup> Intelligence Battalion, Okinawa, Japan, 20XX-20XX

- Served as mentor to over 80 junior Marines assigned to 3<sup>rd</sup> CI/HUMINT Company
- Coordinated and implemented training plans and exercise schedules to ensure all personnel were proficient with new technologies, equipment, and basic infantry skills

# NAME

address

Hubert, NC 28539

phone

email

---

## EDUCATION

---

### **Masters of Arts in Teaching Elementary Education, 20XX**

University of North Carolina Wilmington

### **Bachelor of Arts, Elementary Education, 20XX**

College of Mount Saint Joseph, Cincinnati, OH

## STUDENT TEACHING EXPERIENCE:

---

### **Heroes Elementary School Third Grade, Camp Lejeune, NC – Spring 20XX**

- Taught and managed 19 third grade students
- Utilized the Department of Defense Education Activity Standards to create engaging, differentiated and integrated lesson plans in reading, writing, mathematics, social studies and science
- Collaborated with fellow grade level teachers to develop Science Technology Engineering Art and Math units
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students
- Attended workshops and professional development to increase knowledge
- Attended a field trip to the planetarium and contributed to students actively learning

## FIELD EXPERIENCE:

---

### **Heroes Elementary School, Camp Lejeune, NC – Fall 20XX**

- Taught and managed 20 first grade students
- Utilized the Department of Defense Education Activity Standards to create and teach students in language arts and social studies
- Provided small group instruction to help students in reading, focusing on techniques that could be implemented to improve student understanding
- Assisted the lead teacher with daily routines
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

### **Queens Creek Elementary School, Swansboro, NC – Summer 20XX**

- Worked with students on mathematics skills
- Assisted the lead teacher with daily activities
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

### **Bitz Intermediate School, Camp Lejeune, NC – Spring 20XX**

- Worked in small reading groups with third grade students
- Read texts together with a focus on gaining comprehension strategies
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

### **St. Frances de Sales School, Cincinnati, OH - Fall 20XX**

- Taught and managed 25 fourth grade students
- Implemented the Archdiocesan Graded Course of Study standards
- Executed comprehension skills with small groups of students

### **Covedale Elementary School, Cincinnati, OH - Fall 20XX**

- Taught and managed 18 second grade students
- Planned and taught whole group instruction in Social Studies instruction
- Constructed a unit regarding Christmas around the World

**St. William School**, Cincinnati, OH - Spring 20XX& Fall 20XX

- Taught and managed 20 first grade students
- Worked one on one with a visually impaired student
- Planned and implemented phonics instruction

**St. Theresa School**, Cincinnati, OH - Fall 20XX

- Taught and managed 22 fifth grade students
- Co- planned and co-taught art lessons

**VOLUNTEER EXPERIENCE:**

---

**Good Shepard Center**, Wilmington, NC – Fall 20XX

- Volunteered at the homeless shelter
- Served food and held conversations with the people visiting the center
- Entertained the young children staying at the facility with educational games and reading

**RELEVANT WORK HISTORY:**

---

**School Age Teacher/ Summer Camp Teacher**, Kids Educational Center IV, Hubert, NC, 20XX

**Afternoon Staff/ Closer**, The Children's House, Cincinnati, OH 20XX-20XX

**Price Hill Summer Learning Camp**, Cincinnati, OH, 20XX & 20XX

**New Beginnings Child Development Center**, Cincinnati, OH, 2011

**Oak Hills United Methodist Church Child Care Center**, Cincinnati, OH 20XX-20XX

# NAME

3233 6<sup>th</sup> Ave NE

Conover, NC 28613

(828) 111-1111

EMAIL@yahoo.com

## OBJECTIVE

To obtain a physical and health education teaching position

## EDUCATION

**Bachelor of Arts in Physical Education and Health K-12**, December 20XX

University of North Carolina Wilmington

Concentration in Community Health

GPA: 3.51

## TEACHING EXPERIENCE

**Student Teacher**, South Brunswick Middle School, Southport, NC, August 20XX-December 20XX

- ❖ Taught lesson plans according to NC Common Core Healthful Living Standards for 6th, 7th, and 8th grade classes
- ❖ Taught seven diverse classes a day; one of which was an Adaptive Physical Education Class
- ❖ Emphasized positive reinforcement to manage classroom behavior
- ❖ Attended professional development provided by the school to gain further knowledge
- ❖ Utilized technology, such as the Suuton Heart Rate Monitors and Hop Sports, to aid students with different learning styles
- ❖ Worked collaboratively with partnership teacher, administration, parents, and students

**Field Experience**, 20XX-20XX

Wrightsville Beach Elementary School, Rachel Freeman School of Engineering, Holly Shelter Middle School, and Roger Bacon Academy, NC

- ❖ Observed classroom teacher and behavior management systems
- ❖ Assisted in teacher responsibilities and participated in classroom activities
- ❖ Created and taught lesson plans

## RELEVANT EXPERIENCE

**Wilmington YMCA Afterschool Program**, NC, August 20XX-July 20XX

- ❖ Role modeled positive behavior for children and staff
- ❖ Development and implemented daily program activities and special events
- ❖ Managed or assisted with the day-to-day operation of program site
- ❖ High level of interaction with kids, parents, staff and school community
- ❖ Became On-Site Director of the Afterschool Program in August 2011

**Wilmington YMCA Summer Camp Program**, NC, August 20XX-July 20XX

- ❖ Taught skill development in all activities at camp
- ❖ Corresponded to parents of campers
- ❖ Served as bus and cabin counselor, and role model for all campers
- ❖ Became LIT (Leaders in Training) Director for the Summer Camp Program in May 20XX

**ICDI (I Can Do It) Program**, University of North Carolina Wilmington, August 20XX-May 20XX

- ❖ Weekend Physical Education and Health program for students with Special Needs and parents
- ❖ Presented on University of North Carolina Wilmington program ICDI (I Can Do It) at NCAAPHERD state conference in Winston-Salem in November 20XX

## INVOLVEMENT

- ❖ Physical Education Majors Club, UNCW
- ❖ Track and Field Special Olympics Volunteer, UNCW
- ❖ Basketball Olympics Volunteer, UNCW
- ❖ North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance (NCAAPHERD)

# NAME

Address  
Clinton, NC 28328

Phone  
email

---

## EDUACTION:

### **Bachelor of the Arts, Elementary Education, May 20XX**

Concentration in Math and Technology  
University of North Carolina Wilmington  
GPA 3.2

## HONORS AND AWARDS:

North Carolina Teaching Fellow

## RELEVANT EXPERIENCE:

### **Student Teacher:** 2<sup>nd</sup> grade, Ogden Elementary School, Wilmington, NC, Spring 20XX

- Teach 21 second graders with a wide range of academic levels and needs
- Create, plan, and teach lessons in math, language arts, writing, science, and social studies
- Implement Daily 5, Foundations, and small group math and reading instruction
- Teach differentiated lessons that accommodate students of all levels and learning styles
- Engage students in hands-on, inquiry-based learning activities
- Integrate instruction of the Covey's 7 Habits of Happy Kids to encourage character development
- Learn and apply the Common Core and Essential Standards
- Attend and participate in workshops, meetings, and staff development
- Effectively communicate with students, parents, and staff members
- Use Kagan partnering strategies to improve collaboration between students
- Develop positive, nurturing relationships with each student
- Plan instruction based on assessment data that leads to meaningful lessons and student growth
- Utilize technology and 21<sup>st</sup> century learning skills during instruction

### **Field Experience:** 2<sup>nd</sup> Grade, Ogden Elementary School, Wilmington, NC, Fall 20XX

- Partner planned and taught lessons in math, language arts, reading, writing, science, social studies, and visual arts
- Observed and assisted with Daily 5 and math rotations
- Worked individually with students in math and reading
- Assisted with transitions to and from the room

### **Field Experience:** Kindergarten, Sunset Park Elementary School, Wilmington, NC, Spring 20XX

- Observed the implementation of Foundations
- Observed the incorporation of the 7 Habits of Happy Kids
- Observed Daily 5 and calendar time
- Worked with individual students on spelling

### **Field Experience:** 5<sup>th</sup> Grade, Wilmington Christian Academy, Wilmington, NC Fall 20XX-Spring 20XX

- Observed reading and math instruction
- Taught a lesson on symmetry using visual aids and integrating technology through the use of Mimio
- Led a whole group mini lesson on prepositions



**Tutoring:** Tutor 1<sup>st</sup> grader through the Education Lab in Watson College, Spring 20XX

- Planned appropriate math and language arts instruction
- Facilitated the learning of new skills in technology
- Tracked growth using data
- Conferenced and communicated with parents throughout the semester
- Assisted in writing and performing a final work

**TEACHING FELLOWS EXPERIENCE:**

- Tutor at Hillcrest Community Center at Wilmington Housing Authority, Fall 20XX-Spring 20XX
- Attended Discovery and visited school systems all across North Carolina while also participating in nightly professional development seminars, Summer 2012
- Painted the hallways of New Hanover High School
- Attended a weekend leadership program at MindSpring Consulting, Summer 2013
- Attended professional development workshops at Lenoir-Rhyne University, Summer 2013
- Participated in the 2014 Azalea Festival Sweep
- Attended workshops with Onslow County Schools and spent three days meeting staff, networking, and visiting different schools, Spring 2014
- Attended senior conference at Elon University and participated in professional development, Summer 2014
- Volunteered at two Princess Tea Party/Childcare fundraisers
- Volunteered at two Family Science Nights
- Participated in several car wash fundraisers

**WORK EXPERIENCE:**

**Office Assistant, Listing Coordinator, Client Care Specialist,** Coldwell Banker Sea Coast Advantage, Wilmington, NC, Fall 20XX-Fall 20XX

- Communicated with past, current, and potential clients throughout the home buying and selling process
- Coordinated client visits and delivered paperwork, signs, and lockboxes
- Networked with other agents throughout the Wilmington area
- Managed daily office tasks such as maintaining listings, answering phones, and organizing files
- Maintained agent's personal website, created marketing booklets for individual listings, and maintained online marketing campaigns

**Teacher Assistant,** Grace Preschool, Clinton, NC, Fall 20XX-Summer 20XX

- Provided safety and care for children
- Developed nurturing relationships with the children
- Assisted in daily routines and activities
- Communicated effectively with parents and other staff members
- Developed appropriate activities and crafts
- Applied behavior strategies to ensure a positive environment
- Promoted to Head Teacher, Summer 20XX
  - Led and cared for a class of 11 three year olds
  - Planned age appropriate activities
  - Continued to communicate frequently with parents

# **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 LETTERS**

ADDRESS

CITY, NC 27341

January 19, 2016

Name of Contact Person

Title

School / Organization Name

Address

Hampstead, NC 28443

Dear Mr/Mrs/Ms/Dr. \_\_\_\_\_:

Passion and creativity – these are two aspects I can bring into the elementary classroom to help my students grow as learners. When I was first placed at South Topsail Elementary School for my student teaching experience, I was very excited by the opportunity of teaching in one of the top elementary schools in Pender County. After completing 10 weeks of student teaching at your school, I have no doubt that South Topsail would be the school for me to grow as educator because I found that I share similar goals and fit well within the dynamic of the other educators. I would welcome any job opportunity that came available at your school.

Becoming an educator has been my goal since a very young age. Through the various experiences during my college career in New Hanover County, I feel that students learn best when they are engaged and enjoying the material that they are learning. I use my creativity to bring these elements into the classroom. Whenever I can, I try to use activities that are hands on, incorporate movement, and relate to students' interests and lives to help them enjoy and become more engaged in their learning. The passion I possess shows that I teach for the love of teaching and not for the money. My goal is to make sure every one of my students grows as a learner and as an individual. I aim to achieve this goal by setting up a positive classroom community and designing time to get to know all students as learners and people to help create an environment that caters to their learning needs in the most effective way.

A resume and letter can only tell you so much about my passion and qualifications. I welcome the opportunity to be able to meet with you. I am immediately available and can be reached at 336-111-1111 or [EMAIL@gmail.com](mailto:EMAIL@gmail.com). Thank you for your time and consideration.

Sincerely,

NAME

Enclosures

Address  
City, NC Zip

March 22, 20XX

Ms. Constantinesco  
Principal  
Town Creek Elementary School  
6330 Lake Park Dr. SE  
Winnabow, NC 28479

Dear Ms. Constantinesco,

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” William Arthur Ward

This quote from William Arthur Ward encapsulates my goal as an educator. The last word of this quote not only describes who I strive to be as an elementary school teacher, but is the reason I went into the field of elementary education; to inspire. This May I am excited to graduate from the University of North Carolina Wilmington with a Master of Arts in Teaching Elementary Education. In the future if a teaching position becomes available at Town Creek Elementary School I would appreciate your consideration for an interview.

I feel that my teaching philosophy aligns with the vision and mission statement at Town Creek Elementary School. As stated on your website; the focus at Town Creek is the whole child. This entails not only meeting the academic needs but the social and emotional needs of the child. I feel that as a teacher it is my responsibility to instill a love of learning and I would accomplish this by emphasizing the development of personal meaning through hands-on activity-based teaching and learning. This would also be accomplished by creating a classroom environment that is meaningful and purposeful.

As you will note in my enclosed resume, I have teaching experience, both in and out of the classroom. These experiences have not only enhanced my teaching ability, but have also confirmed my passion for the profession. I am eager to begin my teaching career and would be delighted to join Town Creek Elementary School.

I am excited about the possibility to further discuss my qualifications with you. I can be reached at PHONE OR EMAIL. Thank you for your time and consideration.

Sincerely,

Name

# 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

January 19, 2016

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  
Alloted  
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

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





**THE CAREER CENTER**  
**University of North Carolina Wilmington**  
**[www.uncw.edu/career](http://www.uncw.edu/career)**  
**910-962-3174 ph**

# EDUCATION EMPLOYMENT GUIDE

## CONTENT

**Self-Managed Credentials**  
**SeaWork**

**Your Job Search & Correspondence**  
**Education Job Fairs**

**Resumes and Cover Letters**  
**Interviewing**

**Frequently Asked Questions**

**Sample Resumes, Cover Letters, Thank You Letters**