

Questionnaire for Preparing a Résumé

Start building a résumé, preparing for writing cover letters, and answering interview questions by answering the following questions:

- 1. State your name, current mailing address (include when it expires like graduation), permanent address, and the phone numbers, fax numbers and/or email addresses where employers may contact you. If relevant, please include your website address.**

It is critical that your email address be professional and not cute. It is recommended that it be a first name or initial and last name at gmail or yahoo. If you are working and you don't want to be contacted at work, don't give a work phone number or email address. Two tips: (1) Make sure the preferred phone is identified and will be answered if you receive a call and (2) be sure to check your professional email on a daily basis once you send out a résumé.

- 2. What is the purpose of your résumé (a position with a different employer, a position with the same employer, an internship, acceptance to an educational program)? What is your objective?**

Your objective can be either specific like "To become the best fifth grade teacher at XYZ School" which is the position for which you are applying or it can be broad like "To fully engage upper elementary students in their learning in ways that help them become enthusiastic life-long learners." It can even have a couple of parts like: "To use my background and training to engage students, communicate with parents and administrators, and to involve students with the greater community in applying their learning."

It is important to keep a current résumé on file at your current position to show what you have accomplished there, especially if you hope to be promoted.

- 3. What specific position are you seeking?**

This is not a broad category (what sort of job), but a specific job title. If you are looking for various possible jobs, you will need a different résumé for each. This can be part of your objective or right under it.

- 4. What are your skills?**

These are the capabilities that transfer from one position to another. Many beginning teachers are afraid to list these, but if you have had summer jobs, internships, or student teaching, you should be able to identify your transferable skills. Think about leadership skills you used in the Kappa Delta Pi chapter, the organization skills needed for planning and executing a lesson plan, motivational skills needed to get students engaged in learning, etc. Also, think about your skills as a team member. Choose 4-6 from The Teacher Skills Checklist at the end of this document that describe you.

- 5. What positions have you held? For each position state (a) the dates you held the position, (b) the specific tasks you accomplished (not things you did, but accomplishments), and (c) whether these tasks support the job you're currently seeking.**

Do not recount all the menial things you did, but what you did that will apply directly to what you want to do. Use action verbs—in the past tense for past jobs! See the list of Action Verbs at the end of the questions.

- 6. For each task or accomplishment, state what words best describe the work you did.**

For example, use words like manage (instead of responsible for), develop, negotiate (instead of arrange), or conceptualize.

- 7. For each previous job held, state how you contributed to the success of your company or department.**

Please use specific numbers or percentages. For example, raised class test score average from 64% to 86% in three years.

- 8. Which would you say is stronger, your skills and accomplishments or your work experience?**

This will help determine what résumé format you use.

- 9. Are you switching jobs or re-entering the workforce?**

If you are coming into teaching after working in another field, you will have to address why you are making the move and how you prepared.

- 10. Have you had progressive professional growth throughout your career?**

List what you have done for professional growth and how it has built and evolved with your career. If you are just starting out, give an idea of what you want to do for professional development such as a specific organization you will work with, webinars or seminars you will use, and books you want to read.

- 11. Are there any special circumstances which might affect your résumé?**

For example, have you been fired, do you have gaps in employment, is this a major career change, do you have a criminal record, or are there immigration issues/eligibility to work issues? These will have to be addressed in a cover letter or in your interview as well as minimized in your résumé—perhaps by doing a résumé that is not chronological.

- 12. List your education, with the most recent on top. From which school(s) did you receive your diploma(s) or certificate(s) and what exactly were your majors? Also, in which years did you graduate?**

List highest level of education first (post-doctorate or Ph.D., then MA or MS or MD, the BA or BS, then Associate, then high school or GED)

13. List any academic awards or honors.

If applicable, state the topic or title of your Master's thesis or Doctoral dissertation if it was applicable to the job you are seeking. Also, list any professional licenses or certificates you hold if they apply (or would conflict with) the job you are seeking. Here is where you list grade point averages or distinctions like *cum laude*

14. What special skills could you offer that apply to the position you are seeking?

For example, if you coached Upward Basketball at your church and would be willing to coach at the school, or if you edited your high school newspaper and would serve as a school newsletter editor or coach.

15. Non-work experience you have should be listed. Which professional associations do you belong to? What positions have you held in these groups? If recently graduated, what organizations were you involved with while in college? What significant volunteer work have you done?

Your Kappa Delta Pi membership can be listed as: Invited to membership into (or Current member of) Kappa Delta Pi, International Honor Society in Education.

16. Have you ever been published? List titles of works, and where they were published.

This will become part of your curriculum vitae (CV). List only those things that are relevant to the job you are seeking and have been published within the last 10 years.

17. Why are you the very best candidate for this position (be specific)? Why should you be hired over all the other applicants?

Write this out for each position you apply. It may not go directly on the résumé, but you will have to convey it in your demeanor and words in a phone interview if you want a face-to-face interview.

18. Are you willing to relocate? If so, how far are you willing to move? Would you be willing to take a position in a different country?

Some school districts want their teachers to live within the district.

Have you thought about teaching in an online situation? Would you teach in a charter school? Are you interested in teaching in a different country?

Think about your references. You will need a variety. Start compiling a list of people you know who would serve as your reference for work you have done, places you have volunteered, classes where you have done well, classrooms you have taught lessons in, or clubs where you've belonged. Call the person and get their permission and then have them tell you exactly how to spell their name (first and last) and the address, phone number, and e-mail you should use.

ACTION VERBS

Following is a list of words to use in your resume. For past jobs, use the verb in the past tense. Feel free to add your own favorites to this list.

Management skills	Communication skills	Research skills	Technical skills	Teaching skills
administered	addressed	clarified	assembled	adapted
analyzed	arbitrated	collected	built	advised
assigned	arranged	critiqued	calculated	clarified
attained	authored	diagnosed	computed	coached
chaired	corresponded	evaluated	designed	communicated
contracted	developed	examined	devised	coordinated
consolidated	directed	extracted	engineered	developed
coordinated	drafted	identified	fabricated	enabled
delegated	edited	inspected	maintained	encouraged
developed	enlisted	interpreted	operated	evaluated
directed	formulated	interviewed	overhauled	explained
evaluated	influenced	investigated	programmed	facilitated
executed	interpreted	organized	remodeled	guided
improved	lectured	reviewed	repair	informed
increased	mediated	summarized	solved	initiated
organized	moderated	surveyed	trained	instructed
oversaw	motivated	systematized	upgraded	persuaded
planned	negotiated			set goals
prioritized	persuaded			stimulated
produced	promoted			
recommended	publicized			
reviewed	reconciled			
scheduled	recruited			
strengthened	spoke			
supervised	translated			
	wrote			
Financial skills	Creative skills	Helping skills	Clerical or detailed skills	More Verbs for Accomplishments
administered	acted	assessed	approved	achieved
allocated	conceptualized	assisted	arranged	expanded
analyzed	created	clarified	catalogued	improved

appraised
audited
balanced

budgeted
calculated
computed
developed
forecasted
managed
marketed
planned
projected
researched

designed
developed
directed

established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

coached
counseled
demonstrated

diagnosed
educated
expedited
facilitated
familiarized
guided
referred
rehabilitated
represented

classified
collected
compiled

dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

pioneered
reduced (losses)
resolved
(problems)
restored
spearheaded
transformed

The Teacher Skills Checklist

The Teacher Skills Checklist is based on a synthesis of the research that investigated attributes or qualities of effective teachers. This checklist is designed to help you identify those areas of teaching and learning you feel you have achieved some degree of proficiency (P) and those areas in which you feel you need to further develop (D). Prioritize the top three teaching behaviors you feel you need to improve

Quality	Indicators	Personal Eval.	Top Priority
Caring	Demonstrates active listening		
	Shows concern for students' emotional and physical well-being		
	Displays interest in and concern about the students' lives outside school		
	Creates a supportive and warm climate		
Fairness and Respect	Responds to misbehavior on an individual level		
	Prevents situations in which a student loses peer respect		
	Treats student equally		
	Creates situations for all students to succeed		
	Shows respect to all students		
Interactions with Students	Maintains professional role while being friendly		
	Gives students responsibility		
	Knows students' interests both in and out of school		
	Values what students say		
	Interacts in fun, playful manner; jokes when appropriate		
Enthusiasm	Shows joy for the content material		
	Takes pleasure in teaching		
	Demonstrates involvement in learning activities outside school		
Motivation	Maintains high-quality work		
	Returns student work in a timely manner		
	Provides students with meaningful feedback		
Dedication to Teaching	Possess a positive attitude about life and teaching		
	Spends time outside school preparing		
	Participates in collegial activities		
	Accepts responsibility for student outcomes		
	Seeks professional development		
	Finds, implements, and shares new instructional strategies		
Reflective Practice	Knows areas of personal strengths and weaknesses		
	Uses reflection to improve teaching		
	Sets high expectations for personal classroom performance		
	Demonstrates high efficacy		

Classroom Management	Uses consistent and proactive discipline		
	Establishes routines for all daily tasks and needs		
	Orchestrates smooth transitions and continuity of classroom momentum		
	Balances variety and challenge in student activities		
	Multitasks		
	Is aware of all activities in the classroom		
	Anticipates potential problems		
	Uses space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention		
Organization	Handles routines tasks promptly, efficiently, and consistently		
	Prepares materials in advance; ready to use		
	Organizes classroom space efficiently		
Disciplining Students	Interprets and respond to inappropriate behavior promptly		
	Implements rules of behavior fairly and consistently		
	Reinforces and reiterates expectations for positive behavior		
	Uses appropriate disciplinary measures		
Importance of Instruction	Focuses classroom time on teaching and learning		
	Links instruction to real-life situations of the students		
Time Allocation	Follows a consistent schedule and maintains procedures and routines		
	Handles administrative tasks quickly and efficiently		
	Prepares materials in advance		
	Maintains momentum within and across lessons		
	Limits disruption and interruptions		
Teacher Expectation	Sets clearly articulated high expectations for self and students		
	Orients the classroom experience toward improvement and growth		
	Stresses student responsibility and accountability		
Instruction Plans	Carefully links learning objectives and activities		
	Organizes content for effective presentations		
	Explores student understanding by asking questions		
	Considers student attention spans and learning styles when designing instruction		
	Develops objectives, questions, and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students		

Instructional Strategies	Employs different techniques and instructional strategies, such as hands-on learning		
	Stresses meaningful conceptualization, emphasizing the student's own knowledge of the world		
Content and Expectations	Sets overall high expectations toward improvement and growth in the classroom		
	Gives clear examples and offers guided practice		
	Stresses student responsibility and accountability in meeting expectations		
	Teaches metacognitive strategies to support reflection on learning progress		
Complexity	Is concerned with having students learn and demonstrate understanding of meaning rather than memorization		
	Holds reading as a priority		
	Stresses meaningful conceptualization, emphasizing the student's knowledge of the world		
	Emphasizes higher order thinking skills in math		
Questioning	Questioning reflects type of content, goals of lesson		
	Varies question type to maintain interest and momentum		
	Prepares questions in advance		
	Uses wait time during questioning		
Student Engagement	Attentive to lesson momentum, appropriate questioning, clarity of explanation		
	Varies instructional strategies, types of assignments, and activities		
	Leads, directs, and paces student activities		
Home-work	Clearly explains homework		
	Relates homework to the content under study and to student capacity		
	Grades, comments on, and discusses homework in class		
Monitoring Student Progress	Targets questions to lesson objectives		
	Thinks through likely misconceptions that may occur during instruction and monitors students for these misconceptions		
	Gives clear, specific, and timely feedback		
	Re-teaches students who did not achieve mastery and offers tutoring to students who seek additional help		

Responding to Student Needs and Abilities	Suits instruction to students' achievement levels and needs		
	Participates in staff development training		
	Uses a variety of grouping strategies		
	Monitors and assesses student progress		
	Knows and understands students as individuals in terms of ability, achievement, learning styles and needs		