

Office of Career Services

# Resume Guidelines for Teaching

## WHAT IS A RESUME?

A resume highlights the most related aspects of your professional and educational qualifications. It is designed to give a potential employer a positive first impression of you when you apply for jobs and internships. As your personal marketing tool, its purpose is to show an employer the specific education, skills, and experience you have that directly relate to the position you are applying for.

Remember that your resume should be tailored to each position. Ask yourself, "What can I state that will help the employer imagine me in this particular job?" Begin your resume writing process by taking a personal inventory of your skills, training and education, accomplishments and experiences. Make a list of everything you've done and then choose the most impressive or related things to include when writing your resume.

## BASIC ELEMENTS OF A TEACHER RESUME:

Below are the most common sections included in resumes geared toward teaching jobs. **You can modify these sections or change the order depending your specific experience and job goals.**

### HEADING

Always include a heading at the top of your page, with your name, address, email address, and phone number. Your name should STAND OUT, so make it bold and enlarge the size of the font. Use a professional email address. (For example, crzychick@aol.com and starwarsfan@hotmail.com are not appropriate.)

### OBJECTIVE (optional)

An Objective helps to ensure that your reader can quickly identify your area of expertise and interest. (For example, "Experienced special education teacher seeking a secondary teaching position in English in a multicultural setting.") A resume using this specific Objective should clearly indicate the person's previous teaching experience, appropriate credential/training, and proof for why he believes he would fit in a multicultural setting (see the resume example on page 16). An Objective is also helpful when attending a teacher fair or submitting an application at a school or district that is hiring for more than one type of position.

### EDUCATION

If you are a current student, new graduate, or have just earned your teaching credential, list your Education section next. Include all bachelors, masters, and doctoral degrees in reverse chronological order (state your current or most recent degree you earned and then work backwards). List the major/concentration, college name and month/year of graduation for each (if you have not yet graduated, list the expected month/year). Do not list your high school diploma unless it is of particular importance to that employer (i.e., you are applying for a job at the same high school you graduated from.)

## **CREDENTIALS and TESTS**

You may include credentials and completed tests in your Education section, or create a separate section for them. You will include all completed or in progress credentials and/or credential programs. Also list all relevant tests (CBEST, CSET, etc.) and the dates you passed them. English Learner Authorization or CLAD certificate as well as NCLB compliancy should also be listed here if applicable. See page 8 for more examples.

## **CREDENTIALLED TEACHING EXPERIENCE**

You may include this section *if you have actual credentialed teaching experience*. Do not include field work, student teaching or substitute teaching here (unless you held a credential while substituting.) List your job title, school name, district, city and state, dates of employment, and give bullet points that elaborate on anything you accomplished beyond what is typical for a teacher to do. Specify the number of students, age/grade groups, and if they were specialized student populations (for example, special education, English language learners, students from varying socioeconomic backgrounds, etc.)

## **TEACHING RELATED EXPERIENCE**

Include any paid, unpaid, or volunteer work that is *related* to teaching here. You may also include field work and student teaching. Some common experiences to describe here are tutoring and working for an after-school program. Be sure to include your position title, company name, city/state and dates of employment. Then list up to 5 bullet points, beginning with an action verb (see the action verbs list on page 8). Describe your responsibilities, accomplishments, or the skills you developed in each position. Try to include any transferrable or soft skills (see page 9 for a list of transferrable skills). You may also consider the questions below as you create your bullet points.

Did you:

- Train another person? What were the results?
- Tutor anyone? Did his/her grades improve?
- Create and implement new lessons, curriculum or programs?
- Do something faster, better or cheaper?
- Increase membership, participation, or sales?
- Save your organization any money, increase efficiency, or eliminate waste?
- Identify and/or help solve any problems?
- Institute any new methods, procedures, services, or products?
- Reorganize or improve an existing system?
- Coordinate any event or project?

Avoid making bullet points sound like they were taken directly from your job description. They should be packed full of specific examples and evidence that you went above and beyond in the workplace. For example:

**BEFORE: Duties focused**

**AFTER: Accomplishments focused**

<ul style="list-style-type: none"> <li>• Tutored children</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated patience and active listening skills in tutoring two middle school children in English and math</li> </ul>
<ul style="list-style-type: none"> <li>• Planned and executed lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Planned and executed 4 original lessons on grammar and thematic elements of Shakespeare’s sonnets for 30 diverse high school students from varying socioeconomic backgrounds</li> </ul>
<ul style="list-style-type: none"> <li>• Led presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Delivered presentation on semester research project to faculty and classmates; professor described project as “innovative and enlightening”</li> </ul>

**HONORS & AWARDS**

This optional section of your résumé often includes merit based scholarships and leadership related awards. They can be school or non-school related. Make sure to include the date you received the honor or award. It may also be necessary to give short descriptions of the nature of your accomplishments for these organizations, awards, honors societies or service organizations.

**TECHNICAL or OTHER SKILLS**

In this section, you may inform the reader of any unique, relevant or necessary skills that you have but are not reflected in the other sections of your résumé. For example: foreign languages (conversational or fluent), computer applications, certifications, etc.

**REFERENCES**

Your references section provides the names and contact information of 3-5 people who can speak to your abilities. You should always get the permission of anyone you choose to use as a reference before giving his/her name. Include their name, title, company, city, state, zip code, phone number and email address. Place this section on a separate sheet of paper that includes your heading and matches the font/format of your résumé and cover letter.

Good references might include professors, club advisors or employment supervisors. Never use relatives for references and avoid using friends *unless they have first-hand experience with your professional abilities*. Give a copy of your résumé to these references so they have a bigger picture of your professional work and know how you are trying to market yourself to an employer. Employers will ask your references questions such as, “How reliable was this person in fulfilling his/her job duties?” “What was it like to work with this person?” and “What kind of contributions did this person make to your workplace?”

## **ADDITIONAL SECTIONS OF A TEACHER RESUME:**

### **RELEVANT COURSEWORK**

If you are applying to a job for which your class work is valuable, list that class in this section. Choose up to 5 classes that are applicable to the job. You should also include a brief description of the work or research you completed in the course.

### **SUMMARY OF QUALIFICATIONS**

A qualifications section is best suited for a person with multiple years of experience in his or her field or interest. When placed at the top of a resume, it quickly relates your top selling points to an employer. It should not be used in addition to an Objective. This section should be limited to 4-6 phrases in bulleted format.

### **STUDY ABROAD**

It is always valuable to add your study abroad experience, especially if you are applying for a position that requires international or multicultural competence. It can be placed in the Education section of your resume, or included as its own section directly after Education. State where you studied, the amount of time you spent there, and the courses that you took (if related to the job). If you held an internship or job overseas while you studied abroad, include that experience. If it's directly related to the job you are applying for, you may want to include it in your Teaching Related or Other Experience sections.

### **OTHER WORK EXPERIENCE**

You might want to consider including up to three different experience sections: a Credential Teaching Experience, Teaching Related Experience and Other Work Experience section. Here is where you would include other work experience in this section if it's not related to the job, but still communicates valuable transferrable skills.

### **VOLUNTEER EXPERIENCE/COMMUNITY INVOLVEMENT**

If you have more than a few volunteer experiences, you may create a new section for them. However, if your volunteer experience is applicable to the job that you are applying to, include it in the Teaching Related Experience section.

### **STUDENT INVOLVEMENT and LEADERSHIP**

This section can be used if you were involved in student activities including working on the yearbook or the newspaper or coordinating campus events. Also include any memberships or leadership positions on campus (Resident Advisor, Multi-Ethnic Student Alliance Leader, Student Ministry Coordinator, etc.) Describe any specific skills or duties you held, particularly if they would be impressive or related to the job for which you are applying.

## **SPECIAL TRAINING**

Describes any unique training applicable to the job you are applying for. For example, if you completed a one day training or certificate course for a particular computer program, you would use this section to list the dates and a brief description of your training.

## **PROFESSIONAL DEVELOPMENT**

Professional Development includes any conferences or special trainings you attended that furthered your education. For example, if you attended a business fraternity national conference, list it here with the date and location of the conference. (You may also want to combine this section with your Special Training section.)

## **PROFESSIONAL AFFILIATIONS**

If you are a member of a professional group (i.e. Alpha Kappa Psi, the professional business fraternity or National Education Association) this is where you would list it.

## **TYPES OF RESUMES:**

### **Chronological Resume**

This is the typical and most common resume. It highlights experiences in reverse chronological order (current or recent positions are listed first). It is well suited for current students and job seekers who have prior experience working as a teacher or teacher related jobs. *Examples can be found at the end of this guide.*

### **Functional/Combination Resume**

A Functional/Combination resume focuses on skills sets, with bullet points arranged under 2-3 categories related to the job or internship for which you are applying. It then provides a listing of job title, companies and dates of employment underneath the skills sets. This type of resume is best used by mid-level job seekers or career changers (people with professional work experience in one industry who are trying to move into teaching.) *Example can be found at the end of this guide.*

## RESUME LANGUAGE, FORMATTING, AND TIPS:

Your primary goal in formatting your resume is to make it easy to read, while packing the page full of relevant and compelling information. A few general rules apply:

- Keep it to one page (if you are a seasoned teacher or have more than 7-10 years of relevant work experience, you may use a second page)
- Reduce the margins to as small as .5 inches in order to fit more text on the page
- Use font sizes no smaller than 10 pt
- Don't use any templates- take the time to format your resume from scratch
- Avoid excessive use of *italics*, CAPS and **bold** (they can make it difficult to read)
- Use bullet points to set off your job descriptions
- Use telegraphic style- Omit personal pronouns such as "I" and "we" and articles such as "a" "an" and "the" (i.e., "Designed promotional campaign to alert community of changes in voting guidelines")
- Spell out acronyms (i.e., Women's Resource Center instead of WRC) and avoid abbreviations
- Use action verbs to begin your job descriptions (see page 9 for a list of action verbs.)

## SENDING A RESUME:

### By Mail/In-Person:

- Make sure your cover letter, résumé, and references (if requested) are on matching professional "résumé" paper. Use neutral colored paper (no bright colors). Mail or deliver in a legal sized envelope (8.5"x11") to avoid folding your documents. Do NOT staple or paperclip your documents. By including your heading at the top of each page, employers will know which belong to you in case they are separated.

### By Email:

- Make sure to use a professional email address when sending emails to employers. Depending on the employer's preference, either attach your cover letter and resume in PDF format, MS Word document (send as .doc, not .docx) or send both in the body of an email. (It's best to call and ask what the employer's preference is.) *Always* follow up the emailed résumé with a hard copy in the mail. If you are applying for positions via [www.EdJoin.org](http://www.EdJoin.org), be sure to follow the employer's instructions exactly.

### By Fax:

- If a company asks you to fax your cover letter, résumé, and references due to time constraints, be sure to also send a hard copy via U.S. mail.

## PROOFREADING YOUR RESUME:

Check for the following:

- **Layout and appearance** – Is it neat and consistent (the spacing, font and size are uniform)? Did you use the white space effectively? Does it look balanced?
- **Length** – Could it be shorter in any way? (Most resumes should be 1 page, unless you have more than 8-10 years of work experience.)
- **Relevance** – Have you removed information about jobs/internships/volunteer work that is unimportant or unrelated to the job?
- **Writing style** – Is it easy to quickly understand your qualifications?
- **Terminology** – Have you used appropriate action verbs in your bullet points?
- **Specificity** – Have you avoided generalities and focused on specific job description information?
- **Accomplishments** – Are your accomplishments emphasized?
- **Completeness** – Have you omitted anything important?
- **Has someone else proofread your resume for you?** Bring it to Career Services for a thorough critique.

## CORRECT CREDENTIAL TERMS FOR RESUMES

(Always consult your advisor or catalog for the most current credential terms)

- Ryan/2042 Preliminary Multiple Subject Teaching Credential
- Ryan Professional Clear Multiple Subject Teaching Credential
- Internship Multiple Subject Teaching Credential
  
- Ryan/2042 Preliminary Single Subject Teaching Credential \_\_\_\_\_ (insert subject)
- Ryan Professional Clear Single Subject Teaching Credential \_\_\_\_\_ (insert subject)
- Internship Single Subject Teaching Credential \_\_\_\_\_ (insert subject)
  
- Preliminary Administrative Services Credential Tier I
- Internship Administrative Services Credential
- Professional Clear Administrative Services Credential Tier II
  
- Professional Clear Pupil Personnel Services School Psychology Credential
- Internship Pupil Personnel Services School Psychology Credential
  
- Professional Clear Pupil Personnel Services School Counseling Credential
- Internship Pupil Personnel Services School Counseling Credential
  
- Preliminary Education Specialist Mild to Moderate Disabilities Credential Tier I
- Internship Education Specialist Mild to Moderate Disabilities Credential
- Professional Clear Education Specialist Mild to Moderate Disabilities Credential Tier II
  
- Library Media Services Teacher Credential



## ACTION VERBS

### MANAGEMENT SKILLS:

Administered	Analyzed	Assigned	Attained	Chaired
Contracted	Consolidated	Coordinated	Delegated	Developed
Organized	Oversaw	Planned	Prioritized	Produced
Recommended	Reviewed	Scheduled	Strengthened	Supervised

### COMMUNICATION SKILLS:

Addressed	Arbitrated	Arranged	Authored	Corresponded
Developed	Directed	Drafted	Edited	Enlisted
Formulated	Influenced	Interpreted	Mediated	Moderated
Motivated	Negotiated	Persuaded	Promoted	Publicized
Reconciled	Recruited	Taught	Translated	Wrote

### RESEARCH SKILLS:

Clarified	Collected	Critiqued	Diagnosed	Evaluated
Examined	Extracted	Identified	Inspected	Interpreted
Interviewed	Investigated	Organized	Reviewed	Summarized
Surveyed	Systematized			

### TECHNICAL SKILLS:

Assembled	Built	Calculated	Computed	Designed
Devised	Engineered	Fabricated	Overhauled	Programmed
Remodeled	Repaired	Solved	Trained	Upgraded

### FINANCIAL SKILLS:

Administered	Allocated	Analyzed	Appraised	Audited
Balanced	Budgeted	Calculated	Computed	Developed
Forecast	Planned	Projected	Researched	

### CREATIVE SKILLS:

Acted	Conceptualized	Created	Designed	Developed
Directed	Established	Fashioned	Founded	Illustrated
Instituted	Integrated	Introduced	Invented	Originated
Performed	Planned	Revitalized	Shaped	

### HELPING SKILLS:

Assessed	Clarified	Coached	Counseled	Demonstrated
Diagnosed	Educated	Expedited	Facilitated	Familiarized
Guided	Referred	Rehabilitated	Represented	

### CLERICAL OR DETAIL SKILLS:

Approved	Arranged	Catalogued	Classified	Collected
Compiled	Dispatched	Executed	Generated	Implemented
Inspected	Monitored	Operated	Organized	Prepared
Processed	Purchased	Recorded	Retrieved	Screened
Specified	Systematized	Tabulated	Validated	

# TRANSFERRABLE/SOFT SKILLS

*Adapted from quintcareers.com*

Transferrable skills are skills earned in most job, internship or volunteer settings that are valuable in any workplace. It is especially important to mention the transferrable skills you demonstrated or earned when applying to jobs that are seemingly unrelated to your previous experience. Also pay attention to job descriptions- if the employer mentions these skills and you believe you have demonstrated them, include them in your resume.

## **Interpersonal Skills: the use of interpersonal skills for resolving conflict, relating to and helping people**

- Developing rapport
  - Being sensitive
  - Listening
  - Conveying feelings
  - Providing support for others
  - Motivating
  - Sharing credit
  - Counseling/mentoring
  - Cooperating
  - Delegating with respect
  - Representing others
  - Perceiving feelings, situations
  - Asserting
- Team playing

## **Communication Skills: the skillful expression, transmission and interpretation of knowledge and ideas**

- Speaking effectively
- Writing concisely
- Listening attentively
- Expressing ideas
- Facilitating group discussion
- Providing appropriate feedback
- Negotiating
- Perceiving nonverbal messages
- Persuading
- Reporting information
- Describing feelings
- Interviewing
- Editing

## **Researching and Planning Skills: the search for specific knowledge and ability to conceptualize future needs and solutions for meeting those needs**

- Creating ideas
- Identifying and solving problems
- Imagining alternatives
- Forecasting
- Attending to detail
- Identifying resources
- Gathering information
- Setting goals
- Defining and analyzing needs

## **Organization, Management and Leadership Skills: the ability to supervise, direct and guide individuals and groups in completing tasks and fulfilling goals**

- Initiating new ideas
- Setting and meeting goals/deadlines
- Handling details
- Coordinating tasks
- Managing groups
- Delegating responsibility
- Teaching/coaching
- Counseling
- Promoting change
- Selling ideas or products
- Decision making with others
- Managing conflict
- Planning events
- Budgeting

Organizing people and tasks  
Enforcing policies

## HOW TO BETTER PREPARE YOURSELF FOR A JOB IN TEACHING

The following are recommendations made by district representatives at a recent California Association for Employment in Education (CAEE) Conference. These individuals are responsible for interviewing and hiring teachers and they listed some of the qualities they are looking for in teacher candidates.

1. Be flexible and willing to work at different schools in different districts
2. See what you can do to add to your credential
  - Gain experience working with ESL students
  - Become conversational or fluent in another language
  - Be sure you meet new compliancy requirements (NCLB, English Language Learner, etc. and list them on your resume)
3. Rise above the rest!
  - Realize that there is an abundance of candidates with Multiple-Subject credentials and Single-Subject credentials in the arts- the field is highly competitive
  - Work harder to receive excellent evaluations of your student teaching
  - Be creative and innovative in classroom practices
4. Be sure your application packet is complete and accurate
  - Include transcripts, tests taken, credentials, evaluations, résumé, references, letters of recommendation, etc.
5. Know the mission statement, goals, and demographics of the district you would like to work for
6. Be willing to teach as a substitute as a means of getting a permanent position at a later time
7. Learn what it means to be a professional!
  - Dress professionally
  - Come alone to your interviews (no parents please!)
  - Come prepared with all materials you will need for an interview
8. Practice interviewing skills
  - Schedule a mock interview session with Career Services
  - Be ready to articulate your strengths and weaknesses
  - Be prepared to ask the interviewer some questions – they want you to!
9. Perform a self-assessment to help figure out which district is the best fit for you
  - Don't just look at salary
  - How long is the commute?
  - What is the philosophy of the district?
  - How comfortable would you be in a particular school district?

## WHAT TO BRING TO THE INTERVIEW

Whether you are involved in a single interview with a school district or are participating in networking or career services events, we recommend preparing in the following ways.

1. Résumé
  - Include education, credentials, tests taken, teaching experience
  - Emphasize diverse classroom demographics you may have worked with (i.e. “oversaw culturally and socio-economically diverse 6th grade classroom of 28 students”)
  - If you are NCLB or English Language Learner compliant, indicate this on your résumé
2. At least three Letters of Recommendation
  - Must be on letterhead and they must be signed
  - Be sure that these letters are current within the past five years
3. References
  - These may be different from those submitted for your letters of recommendation
  - Be sure that the references listed are able to be contacted by the school district right away (are they available in the summer?)
4. Copy of your credential(s)
5. Copy of proof that you’ve passed any required tests (CBEST, CSET, RICA, etc.)

The interviewer(s) will probably ask you if you would be able to show evidence of Summative Assessment if you were to be hired. Be ready to respond to this question by having a CD or some other form of evidence in your files.

It is not necessary to enclose all of these materials in an expensive portfolio cover. Because of storage space concerns, the school districts will probably just throw away any covers anyway!

## TEACHER INTERVIEW QUESTIONS

1. Why did you decide to become a teacher?
2. What attracted you to our school/district and/or position?
3. Why do you feel you are qualified for this position?
4. What do you hope to accomplish personally and professionally in this position?
5. What subjects/grades have you taught?
6. Describe how you plan a lesson.
7. How do you define success?
8. Are you a positive and energetic person?
9. What is your educational philosophy?
10. What is your approach/philosophy toward classroom management?
11. Can you give us some examples of programs/activities you have planned/presented?
12. How do you deal with conflict/confrontational situations?
13. Describe a crisis situation and how you handled it.
14. How do you encourage students to learn?
15. How do you feel when you don't meet a deadline? What do you do when students do not meet their deadlines?
16. What three things do you most want to know about your students?
17. What do you see as the major challenges/issues facing students today?
18. What experience have you had working with diverse populations of students?
19. What experience do you have working with English Language Learners?
20. Do you prefer to collaborate with colleague or working independently?
21. What are your thoughts on team-teaching?
22. What characteristics do you work best with; what characteristics frustrate you when working with another person?
23. What would staff members list as your strengths? Your weaknesses?
24. Of what of accomplishments are you most proud?
25. How do you deal with stress?
26. Tell us about an article or book you've read recently which had an impact on you personally or professionally.
27. Do you have any questions? (Come prepared to ask the interviewer 3-5 questions)

## SAMPLE TEACHER RESUMES

(See corresponding cover letter, pg. 19)

### Julie Benson

(714) 224-9355

2434 N Fleet St. Anaheim, CA 92805

jbenson@gmail.com

#### Education

##### **Single Subject Credential**

May 2011

*Approved subject matter in Biology/Life Science*

Azusa Pacific University, Azusa, CA

- **CSET passed**
- **CBEST passed**

October 2010

February 2010

May 2010

##### **Bachelor of Arts in Liberal Studies**

*Emphasis: Biological Sciences*

Azusa Pacific University, Azusa, CA

Study Abroad

January- May 2009

Mbirizi and Kampala, Uganda

Azusa Pacific University, Azusa, CA

- Conducted a qualitative research project about the effects of HIV/AIDS on children of rural families in Uganda

#### Teaching-Related Experience

##### **Student Teacher**

Fall 2010

Glendora High School (Glendora Unified School District) Glendora, CA

- Work with teacher to plan and execute 3 original science lessons in biology and astronomy for 10<sup>th</sup> grade class of 40 students

##### **Field Experiences**

Fall 2009- Spring 2010

Foothill Middle School District, Azusa, CA

Alta Loma High School, Alta Loma, CA

##### **Student Volunteer, Teacher Assistant Program (T.A.P.)**

Spring 2010

Azusa High School, Azusa, CA

- Observed junior/senior physics class and assisted students in completing laboratory experiments

##### **Volunteer, College Headed and Mighty Proud (C.H.A.M.P.)**

Fall 2008

Powell Elementary School, Azusa, CA

- Supervised small group of ethnically diverse 4th grade students and acted as role model of successful college student

#### Related Community Service

##### **Volunteer, Students for Environmental Education and Discovery (S.E.E.D.)**

Fall 2008

Slauson Elementary School, Azusa, CA

- Led weekly lessons based on life sciences for children from low socio-economic background in local school district

##### **Mentor, Cougar Pals**

Spring 2007

Azusa Pacific University, Azusa, CA

- Tutored 8th grade student in English, math and sciences

#### Other Work Experience

##### **Office Assistant, Payroll Office**

January 2007-December 2010

Azusa Pacific University, Azusa, CA

- Conversational Spanish and proficient in Microsoft Word, Excel and PowerPoint

**References**

**Mr. Aaron Randall (Professor)**

Associate Professor, Department of Education  
Azusa Pacific University  
Azusa, CA 91702  
(626) 815-6000  
professor@apu.edu

**Sandra Martinez (Former Supervisor)**

Azusa Pacific University- Payroll Office  
ABC Construction, Inc.  
Irwindale, CA  
(789) 999-9998  
ceo@xyz.org

**Ms. Marie Morris (Co-Worker)\***

Azusa Unified School District  
Azusa, CA  
(454) 662-9834  
mariem@ausd.ca.edu

**Dr. Leo Marvin (Mentor)**

Chair, Liberal Studies Department  
Azusa Pacific University  
Azusa, CA  
(123) 333-3333  
leomarvin@apu.edu

\*Avoid using friends as references. You may use a co-worker only if he or she can speak to your professional skills. Otherwise, choose people who have held positions of authority over you.

## **STACEY LAINE**

PO Box 7000 Unit #6011 Azusa, CA 91702-7000      slaine@apu.edu      cell: 818-334-2557

### **CREDENTIALS and TESTS**

**Multiple Subject Credential Program**      December 2010  
Azusa Pacific University, Azusa CA  
CSET passed      September 2010  
CBEST passed      July 2010

### **EDUCATION**

**Bachelor of Arts in Marketing**      May 2004  
Azusa Pacific University, Azusa CA  
G.P.A. 3.9

### **TEACHING-RELATED EXPERIENCE**

**Substitute Teacher (K-12)**      September- December 2010  
Baldwin Park Unified School District, Baldwin Park, CA

- Implement innovative strategies for teaching English Language Learners
- Ensure adherence to teachers' substitute notes and lesson plans

**Field Experiences**      February- April 2009

Sierra Vista High School, Baldwin Park, CA, 30 hours  
Foothill Middle School, Azusa, CA, 30 hours

- Observed full-time teachers' lessons and strategies for classroom management
- Created and implemented 4 weekly lesson plans for 34 elementary school students in science, math and English

### **OTHER WORK EXPERIENCE**

**Promotions Manager**      December 2006- September 2009

**CBS Radio, Los Angeles, CA**

- Trained, mentored and met regularly with six interns to encourage professional development and goal achievement
- Facilitated group brainstorms to create printed, email and mail campaigns
- Managed accountability and compliance to company and federal guidelines for business unit teams
- Created strategies to identify target needs and effectively communicate and promote sales and giveaways on website

**Promotions Assistant**      June 2004-December 2006

CBS Radio, Boston, MA

- Work as member of promotions team to develop new marketing strategies and assess value of ongoing outreach methods
- Establish rapport with local community through quarterly promotional events; act as primary liaison for contest winners

### **OTHER SKILLS**

- Certified in American Red Cross Standard First Aid and CPR



(See corresponding cover letter, pg. 18)

## **Jonathan Smith**

901 E Alost Ave, Azusa, CA 91702

626-969-3434

jsmith@gmail.com

**Objective:** Experienced special education teacher seeking a secondary teaching position in English in a multicultural setting.

### **Education**

**Special Education Teaching Credential (Moderate-Severe)** August 2009

(English Learner Authorization)

Azusa Pacific University, Azusa, CA

**Internship Credential** September 2008

**RICA, passed** April 2009

**CSET Multiple Subject, passed** (NCLB compliant) August 2009

**CBEST, passed** July 2008

**Bachelor of Arts, English** December 2004

Azusa Pacific University, Azusa, CA

### **Credentialed Teaching Experience**

**Special Education Teacher, Vocational/Transitional Program** October 2009- present

McKinley Children's Center, Canyon View School, La Verne, CA

- Write and update individual education plan (IEP) objectives for 12 moderate to severe students from varying socioeconomic backgrounds with autism, mental retardation, and emotional disturbances
- Conduct pupil assessment and collect behavioral data for student evaluations to present in parent/teacher conferences and to collaborate with special education staff
- Apply appropriate learning theories for individuals with exceptional needs
- Hire, train and supervise 7 classroom paraprofessionals

### **Teaching Related Experience**

**Substitute Teacher** September 2008- October 2009

Options for Youth Public Charter, San Gabriel Valley, CA

Azusa Unified School District, Azusa, CA

**Residential Counselor** August 2008- October 2009

LeRoy Haynes, San Dimas, CA

Five Acres, Altadena, CA

- Supervised daily tasks, including mealtimes, chores, and recreation in group home environment with emotionally troubled children and teens from diverse ethnic and socioeconomic backgrounds
- Accompanied teens on social and educational outings and foster safe, nurturing environment to encourage development of interpersonal and coping skills

## **Jonathan Smith**

901 E Alostia Ave, Azusa, CA 91702

626-969-3434

jsmith@gmail.com

### **Residential Counselor and Supervisor**

June 2005- June 2008

Advent Group Ministries, San Jose, CA

- Supervised staff of three and trained new employees and interns to provide support to clients' recovery and reentry into society
- Organized problem solving and communication sessions between frustrated staff and clients with learning and behavioral disabilities
- Enacted individual treatment objectives for clients and developed positive working relationships with legal guardians and state juvenile justice personnel
- Conducted room searches, safety inspections and maintained comprehensive client case files as outlined in California state codes

### **Senior Childcare Worker**

Seasonal, December 2002- June 2005

Oak Grove Institute, Murrieta, CA

- Supervised staff and dormitory of thirty emotionally disturbed boys
- Administered and supervised therapeutic holds and ensured proper physical, mental and emotional treatment of clientele

### **Community Involvement**

#### **Coach, Advent Group Ministries Boys Basketball Team**

February 2008- June 2008

- Organized and coached ten teenage boys to Pro-Com Athletic League Championship

#### **Leader, Natural Church Development Team**

November 2006- June 2008

Advent Lutheran Church, Morgan Hill, CA

#### **Founder & Master of Ceremonies, Revolution 626**

February 2002- May 2003

- Developed partnership between neighboring colleges to promote shared monthly fine arts and music performances

### **Certifications and Skills**

- CPR and First Aid Certified, August 2008
- Proficient in PC and Mac operating systems and software, including Microsoft Word, Excel, and PowerPoint

## **Jonathan Smith**

901 E Alostia Ave, Azusa, CA 91702  
626-969-3434  
jsmith@gmail.com

April 20, 2010

Whittier Union High School District  
100 Main Street Avenue  
Whittier, CA 90605  
Attn: Janet Miller

Dear Ms. Miller,

As a special education teacher intern with almost seven years of experience working with emotionally disturbed youth in the group home setting, I believe I am highly qualified to guide the classroom education of students with emotional disturbances at Pioneer High School. I am interested in the **Special Day Class (Moderate/Severe)** position because I know first-hand the necessity of creating a supportive school environment that works in harmony with goals set up in the home environment for emotionally disturbed and behaviorally challenged children.

In my current position as a special education teacher for students with autism, mental retardation, and emotional disturbances, I often utilize the same tactics I learned as a group home administrator for emotionally disturbed teens. My goal is to develop trusting bonds with my students and implement manageable goals to encourage life skills, interpersonal, educational, and vocational development. I also train and supervise 5 classroom aides and work in conjunction with my principal, school counselor, and other administrators to write individual education plans that meet the needs of each student. My work in group homes and as a teacher has helped me to creatively connect with children and young adults with varying developmental needs and challenges.

I look forward to speaking to you further regarding my qualifications and will be contacting you in the next week to follow-up on my application. I can be reached most easily on Monday and Wednesdays and regularly check voicemail messages on my cell phone at (626-969-3434). Thank you in advance for your consideration.

Sincerely,

Jonathan Smith

# THE ELEMENTS OF A COVER LETTER

**Julie Benson**

2434 N Fleet St, Anaheim, CA 92805

(714) 224-9355

jbenson@gmail.com

May 12, 2011

Dr. Jacob Gonzalez, Principal  
Main Street High School  
444 Main Street  
Los Angeles, CA, 91010

Dear Dr. Gonzalez:

I am writing to express interest in the Biology teacher position at Main Street High School. With my teaching credential in Biology/Life Sciences and several years of experience working with children and in cross-cultural settings, I am confident that I will be able to effectively motivate all kinds of students to actively engage in their learning. I get excited about the prospect for working at Main Street High School because of the services it provides to assist students from varying socioeconomic backgrounds succeed, particularly Spanish speakers.

I completed my student teaching and field experience at several ethnically diverse high schools, through which I was able to practice my Spanish speaking skills and become more understanding of Latin cultures. In addition, as a volunteer for Students for Environmental Education and Discovery, I created innovative lessons for students to learn about life sciences, with a particular emphasis on caring for the environment. All of my work and volunteer experiences have prepared me to be flexible and patient with my students, and to provide individualized encouragement and direction according to each learner's needs.

I hope to meet with you to further discuss my candidacy. I can provide a portfolio of the lessons I created for my student teaching and volunteer positions if you wish to see them. I can be reached easily in the afternoons and evenings via cell phone at (714) 224- 9355. Thank you again for considering me for this position.

Sincerely,

Julie Benson

## Why write a cover letter?

A resume briefly relates your previous academic training and professional skills. A cover letter:

1. Explains how your training and skills will directly benefit the reader.
2. Explains desire and motivation- why you want the job.
3. Proves your interest in this specific job, as well as your writing skills.

**Opening Paragraph:** Be sure to include a summary of:

1. What you bring to the table – your education & experience.
2. The person who referred you to the position (if applicable).
3. Why you want the job- prove that you have researched the organization.

**Middle Paragraph: back up the claims in your opening paragraph with detailed evidence.** Give 1-2 specific examples of your most related experience and skills. (These should build on information included in your resume.) Focus on accomplishments you've made.

Be sure to state skills that are especially pertinent to the employer. For example, if the job description requests someone with cross-cultural communication skills, give an example of how you've demonstrated/earned them.

**Closing Paragraph:** Reiterate your interest in meeting the recruiter and obtaining an interview. Let them know when you are available and how to be reached. Follow up with a phone call 3-5 days after you've submitted your resume and cover letter.

**Did you know?** Your cover letter may be the key to setting you apart from the competition! Be sure to submit one with your resume even if the employer does not request it.