



Job Search Handbook for Educators

**Indiana University-Purdue University Fort Wayne
Career Services
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Contents

Congratulations.	1
Rule of Thumb for Resume Showcasing	2
What Is A Resume?	3
Why Do I Need A Resume?	4
Resume Formats	5
Sample Chronological Resume	6
Sample Combination Resume	8
Resume Building Tips For Success	9
Career Transferable Skills	10
Action Verbs	12
Resume and Interview Tips for Education Students	17
Make Sure you're resume don't have mistakes	18
Resume Critique Checklist.	19
Cover Letter	20
Sample Cover Letter	22
Cover Letter Critique Checklist	23
References – Why Have Them	24
Sample References Page	25
Credentials for Teacher Candidates.	26
Critical Information to Know about School Districts.	27
Education Interviews	30
Sample Interview Questions For Educators	33
What Is A Thank-You Letter?	36
Sample Thank-You Letter	37
Teaching Portfolios	38
Web Resources For Education Students	39



Congratulations! You have invested a lot of time pursuing your Education degree and are now ready to find employment. Obtaining a teaching job requires preparation and knowledge. The goal of this booklet is to provide you with the tools necessary to successfully market yourself to school corporations.

Every year, the Education Department holds a panel discussion entitled “**Straight Talk With School Corporations.**” Representatives from Fort Wayne area school corporations discuss what they desire in candidates. The following qualifications were identified as the most valuable in a candidate:

- A demonstrated love for children and for teaching--get your passion across
- Understanding of what it means to be an effective teacher – *Harry Wong, Fred Jones*
- Subject matter and state standard understanding
- Knowledge of how to use technology to enhance classroom activities
- Understanding of current trends
- Classroom management skills
- Ability to connect and create rapport with students
- Timeliness and organizational skills
- Proper dress
- Proper language and diction – no slang or swear words
- Experience as a substitute
- Certification in more than one area
- Excitement about diversity
- Positive expectations of kids
- Up-to-date resume, address and phone number
- GPA in 3.0 range
- Willingness to volunteer, take on extracurricular activities
- Experience working with at-risk populations
- Understanding of different socioeconomic status--*Ruby Payne*
- Knowledge of school district and schools

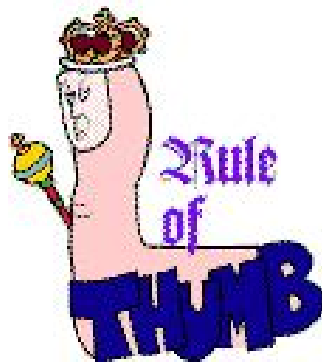
Rule of Thumb for Resume Showcasing

Pick up your resume. Where are your thumbs? They are probably at about the midpoint of the page. Most employers spend 20 – 30 seconds when first examining resumes, actually seeing only the top half of your resume. Therefore, everything above your thumbs should be the most important information you want to convey to the employer, and everything below your thumbs should support the message you are communicating.

In this short amount of time employers determine your strengths and if you have something to offer. If they feel that you do, they will look at your resume in more depth. If not, you will be filed away. You need to make sure that the employer knows what you are capable of doing. If you don't tell them, no one else will. Employers want to **QUICKLY screen you out**. Your goal is to get screened **IN**.

How do you fashion your resume so that it gets noticed? The employer doesn't have time to search your resume for pertinent information – you must serve it on a silver platter – easy to obtain and elegantly presented.

Take the time to write a resume that is an accurate reflection of you. Don't do it alone! Tap into book and web resources, and ask others for input. Make an appointment with a career counselor for a resume critique. Remember, you have the final say on your resume's appearance – you must **like** it. When you look at it, you should say, "Wow, I'm good!!"



What Is A Resume?

IT IS NOT

- ❖ Your autobiography
- ❖ Your complete obituary

IT IS

- ❖ A document stating your professional credentials

ITS PURPOSE IS

- ❖ Not to obtain a job
- ❖ To obtain an interview (**YOU** get the job)

YOUR RESUME IS YOUR ADVERTISEMENT

In most instances your resume is your first contact with an employer. Make sure that it gives a positive, professional impression. Your resume is your advertising tool and should provide:

- ❖ **A sense of purpose** (why are you sending the resume?)
- ❖ **Focus on achievements** (what separates you from everyone else?)
- ❖ **Accuracy** (Was it 2008 or 2009? Find out!!)
- ❖ **Clarity and Simplicity** (this is not the time to try to use the word *antidisestablishmentarianism* in a document—use professional language that you understand)
- ❖ **An attractive package** (no grease smears, or jelly or coffee stains, please)
- ❖ **Salesmanship** (what measurable facts can you provide?)
- ❖ **A sense of person behind the resume** (this flat piece of paper needs to be intriguing so they want to meet you in person)
- ❖ **Credibility** (More than 80% of resumes contain some stretch of the truth. Don't be part of the 80%. If you lose your professionalism, it will be nearly impossible to get it back.)

Why Do I Need A Resume?

Employers are contacted by many applicants and have little time to thoroughly screen each one. Employers want to know exactly how you can be useful to them without having to read through excessive or unrelated details. A one page resume is ideal: two pages is the maximum.

Resumes should have a positive impact by being clear, accurate, relevant to the job objective, and focused on one school corporation or employer.

- ❖ **YOU** are the best person to write your resume.
- ❖ In most cases, your resume is the first contact you have with an employer.
- ❖ Your resume is a communication tool. Real communication is being 100% responsible that a message is received. If your reader doesn't get the information, you didn't communicate it effectively.
- ❖ Your resume summarizes who you are and what you can do.
- ❖ Your resume helps the employer to decide whether or not to interview you.
- ❖ Your resume focuses on the employer's needs, not on your needs.

THE 20 SECOND RULE

The personnel directors of America's top corporations say again and again that *if you haven't presented the most important information about yourself in the top half of the first page of your resume, you can probably forget about getting the job.*

The head of personnel management for one of the largest and most prestigious employers in the Washington, D.C. area told the authors that she allows 20 seconds to scan each resume she receives. If in that brief time, she does not see anything that gets her attention, she rejects the resume.

Taken from The 110 Biggest Mistakes Job Hunters Make by Richard L. Hermann and Linda P. Sutherland

Carry resumes with you when you are canvassing school corporations for job openings. Leave them with your completed application. When you send a resume by mail, always include a cover letter to identify the job for which you are applying, and why the employer should hire you. Keep your resume in your car and have it available at a moment's notice.

Resume Formats

There are two basic resume formats that can be utilized to showcase your talents.

CHRONOLOGICAL

This format is good for people with extensive work experience either with one school corporation or several corporations, usually in the same field in which they are seeking employment.

Work and educational experience are listed in reverse order of occurrence beginning with the most recent dates and working backward.

Teaching duties are then listed under the job title, organization, and dates.

COMBINATION

This format is good for career changers, those with gaps in employment, and those who want to sell specific skills so employers can clearly see a person's specific talents. This format allows a person to use skill clusters, but also to list dates, places of employment, and (possibly) job responsibilities.

This resume format combines a chronological work experience with skill clusters. The work experience is organized in two separate sections:

- ❖ A skill clusters section, which highlights major areas of accomplishment from previous employment, also training and/or education programs. This allows you to organize skills in an order that most supports your job objective.
- ❖ A chronological listing in reverse order containing job title, organization for which you worked, and dates of employment.



Sample Chronological Resume

Jane E. Student

1000 Anywhere Boulevard
Fort Wayne, IN 46000
260-436-1000
studentjane@hotmail.com

- Objective** To teach in an elementary level classroom, K-5.
- Education** **Bachelor of Science, Elementary Education** May 2010
Kindergarten Endorsement
Indiana University, Fort Wayne, IN
Major GPA: **3.7/4.0** Cumulative GPA: **3.5/4.0**
- Course Highlights** Literature for Children Language and Society
Manual Communication Early Literacy Development
Language Processing Cognitive Development
- Skills** Emphasis in early reading and language skills
Experience in instruction for emergent and developing readers
Training in cooperative learning, writing, storytelling, brain growth, and problem solving
- Reading Internship** **Lincoln Elementary**, Athens School Corporation Spring 2009
Multi-age Classroom
- Developed, administered, and scored an Individualized Reading Inventory and Standardized Reading Inventory
 - Assisted developing readers by using guided reading instruction, including conferences and journaling activities
 - Used reader's workshop strategies for developing readers using trade books and individual conferences
 - Designed and maintained progress charts and conducted case studies
- Student Teaching** **Salmon Elementary**, Athens School Corporation Fall 2008
5th Grade Classroom
- Collaborated with teaching teams in social studies, language arts, and math
 - Organized and created learning centers stressing technology applications
 - Assisted students in developing Hyper studio presentations and taught QuickTake camera use for student computer demonstrations
- Related Activities** **Private tutor, reading/math**, Athens Summer Academy 2008-2009
Hospital pediatrics volunteer, University Hospitals 2007-2008
Member, Athens Area Reading Council 2005-2007

Sample Chronological Resume

John Doe

1410 Anywhere Street
Fort Wayne, IN 46800
260-481-1000
johndoe@aol.com

- Objective** Position as a High School or Middle School teacher with an opportunity to coach either volleyball or basketball.
- Education** **Bachelor of Science, Secondary Education** May 2010
Indiana University, Fort Wayne, IN
Endorsements: **Social Studies** (U.S. History, Government, and World History) & **English**
Major GPA: **3.7/4.0** Cumulative GPA: **3.2/4.0**
- Relevant Experience** **Student Teacher, Grades 11 and 12** Spring 2009
North Side High School, Fort Wayne, IN
- Attended World Affairs Conference
 - Demonstrated proficiency in U.S. History and Government instruction
 - Involved with Junior Achievement economics program; North Side team won the competition
 - Helped coach intramural volleyball team
- Substitute Teacher** Fall 2008
Southwest Allen County School Corporation, Fort Wayne, IN
- Utilized speaking, time management, and strong leadership skills in middle school teaching
 - Incorporated various forms and styles of written communication
 - Conveyed positive self-image to others
- Field Experience** Spring 2008
North Side High School, Fort Wayne, IN
- Lectured and participated in classroom activities
- Field Experience** Fall 2007
Lakeside Junior High School, Fort Wayne, IN
- Worked with individual students and the entire class
- Work Experience** **Curriculum Lab Assistant** 2006 - 2007
Indiana University - Purdue University Fort Wayne, Fort Wayne, IN
- Taught students to use computer systems and word processing software applications
 - Created bulletin board manual as reference material

Sample Combination Resume

Jane M. Doe

123 Sesame Street
Fort Wayne, IN 46804
(260) 555-1212
e-mail: jdoe@aol.com

Summary of Qualifications

- Demonstrated ability to assess and address student needs to develop strong rapport with students, parents and administration.
- Recently completed Bachelor of Science in Education degree
- Recipient of two "Employee of the Year" awards
- Strong team player with 8 years of management experience.

Professional Experience

Teaching

- Developed, administered, and scored an Individualized Reading Inventory and Standardized Reading Inventory
- Assisted developing readers by using guided reading instruction, including conferences and journaling activities
- Used reader's workshop strategies for developing readers using trade books and individual conferences
- Designed and maintained progress charts and conducted case studies

Accomplishments

- Promoted to Lead Marketing Manager after 6 months in position.
- Recognized by peers and clients for outstanding service, for two consecutive years.
- Consistently exceed marketing plan goals by 10 percent per year.

Management

- Trained and supervised a team of 20.
- Interviewed, selected and trained 100 volunteers.
- Conduct performance reviews and professional development activities.

Work History

Student Teacher, Grades 3 and 4 North Side High School, Fort Wayne, IN	Spring 2009
Lead Marketing Manager Market Yourself, Inc., Fort Wayne, IN	2006-2008
Marketing Manager Markets-R-Us, Fort Wayne, IN	2002-2005

Education

Bachelor of Science in Education, Middle Childhood Concentration Indiana University, Fort Wayne, IN GPA 3.4/4.0	May 2010
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Volunteer Experience

Big Brothers/Big Sisters	2005-Present
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Resume-Building Tips for Success

- ❖ Remember that there is more than one way to compose a resume. What one person likes, others may not.
- ❖ Ask for a lot of input before deciding on the resume that's right for you.
- ❖ Keep it to one page unless you have significant experience in your field. If you do have a two-page resume, make sure they are two relatively complete pages.
- ❖ Try to avoid gaps in employment. If there are gaps, be prepared to explain them.
- ❖ Keep typeface simple. It's best to use Times-Roman or Arial, and 11- or 12-point type, except for your name, which can range from 14- to 20-point font.
- ❖ 8 1/2" x 11" white or light colored (such as ivory), good quality paper is best. Avoid flashy "look at me" colors. Use matching paper for cover letter and avoid folding your resume into a mailing envelope. Send it in a 9" x 11" mailing envelope.
- ❖ Justify the left margin, but not the right. It's easier to read.
- ❖ Highlight important information (your name, address, and titles of jobs, major categories) with **boldface**, *italicized*, or underlined formatting—but not a combination of all three.
- ❖ Do not use graphics.
- ❖ Save it on a thumb drive. It's easier to update and/or change this way. Keep the drive safe, and make a back-up copy.
- ❖ Saving your resume also lets you tailor resumes for specific positions or school corporations to which you are applying.
- ❖ In an interview, you need to be able to freely discuss everything you put in your resume without having to refer to notes or ask for time to respond to a question.
- ❖ Bring extra resumes to your interview; even if you are sure your interviewer has a copy.
- ❖ Use action words when describing what you have done. Examples include: created, managed, developed, revised, presented, etc.
- ❖ Proofread, proofread, proofread. One mistake generally means you're out the door. The quality of your resume reflects the quality of your work and professionalism. If you make a mistake on your resume, will you make a mistake in your job? Employers will think so.
- ❖ List your grade point average if you indicate that you are graduating with honors.
- ❖ Bring extra copies of your resume and teaching license to your interviews.
- ❖ Schedule an appointment to meet with a career counselor to have your resume and cover letter critiqued by visiting Career Services in Kettler Hall, Room 109 or calling (260) 481-0689.

Career Transferable Skills

- ❖ **INFORMATION MANAGEMENT SKILLS:** ability to...
 - sort data and objects
 - compile and rank information
 - apply information creatively to specific problems or tasks
 - synthesize facts, concepts, and principles
 - understand and use organizing principles
 - evaluate information against appropriate standards
- ❖ **DESIGN AND PLANNING SKILLS:** ability to...
 - identify alternative courses of action
 - set realistic goals
 - follow through with a plan or decision
 - manage time effectively
 - predict future trends and patterns
 - accommodate multiple demands for commitment of time, energy, and resources
 - assess needs
 - make and keep a schedule
 - set priorities
- ❖ **RESEARCH AND INVESTIGATION SKILLS:** ability to...
 - use a variety of sources of information
 - apply a variety of sources of information
 - identify problems and needs
 - design an experiment, plan, or model that systematically defines a problem
 - special needs or problems
 - formulate questions relevant to clarifying a particular problem, topic or issue
- ❖ **COMMUNICATION SKILLS:** ability to...
 - listen with objectivity and paraphrase the content of a message
 - use various forms and styles of written communication
 - speak effectively to individuals and groups
 - use media formats to present ideas imaginatively
 - express one's needs, wants, opinions, and preferences without offending the sensitivities of others
 - identify and communicate value judgments effectively
 - describe objects or events with a minimum of factual errors
 - convey a positive self-image to others
- ❖ **HUMAN RELATIONS AND INTERPERSONAL SKILLS:** ability to...
 - keep a group "on track" and move toward the achievement of common goals
 - maintain group cooperation and support
 - delegate tasks and responsibilities
 - interact effectively with peers, superiors, and subordinates
 - express one's feelings appropriately
 - understand the feelings of others
 - use argumentation techniques to persuade others
 - make commitments to persons
 - be willing to take risks
 - teach a skill, concept, or principle to others
 - analyze behavior of self and others in group situations
 - demonstrate effective social behavior in a variety of settings and under different circumstances

- ❖ **CRITICAL THINKING SKILLS:** identify quickly and accurately the critical issues when making a decision or solving a problem
 - identify a general principle that explains inter-related experiences or factual data
 - define the parameters of a problem
 - identify reasonable criteria for assessing the value of appropriateness of an action or behavior
 - adapt one's concepts and behaviors to changing conventions and norms
 - apply appropriate criteria to strategies and action plans
 - take given premises and reason to their conclusion
 - create innovative solutions to complex problems
 - analyze the interrelationships of events and ideas from several perspectives
- ❖ **MANAGEMENT AND ADMINISTRATION SKILLS:** ability to ...
 - analyze tasks
 - identify people who can contribute to the solution of a problem or task
 - identify resource materials useful in the solution of a problem
 - identify one's own values
 - motivate and lead people
 - organize people and tasks to achieve specific goals
- ❖ **VALUING SKILLS:** ability to ...
 - assess a course of action in terms of its long-range effects on the general human welfare
 - make decisions that will maximize both individual and the collective good
 - appreciate the contributions of art, literature, science, and technology to contemporary society
 - identify one's own values
 - assess one's values in relation to important life decisions
- ❖ **PERSONAL/CAREER DEVELOPMENT SKILLS:** ability to ...
 - analyze and learn from life experiences--both one's own and other's
 - relate the skills developed in one environment (e.g. school) to the requirements of another environment (e.g. work)
 - match knowledge about one's own characteristics and abilities to information about job or career opportunities
 - identify, describe, and assess the relative importance of one's needs, values, interests, strengths, and weaknesses
 - develop motivational personal growth goals
 - identify and describe skills acquired through formal education and general life experience
 - identify one's own strengths and weaknesses
 - accept and learn from negative criticism
 - persist with a project when faced with failure, unless it is clear that the project cannot be carried out, or is not worth the time or effort needed to complete it
 - recognize when a project cannot be carried out or is not worth the time or effort required to complete it
 - generate trust and confidence in others
 - take risks
 - accept the consequences of one's actions
 - "market" oneself to prospective employers

Action Verbs

Accelerate

Hasten
Quicken
Shake up

Accomplish

Complete
Finish

Achieved

Executed
Overcame
Reached
Realized

Acted

Operated
Performed

Activated

Energized
Stimulated
Vitalized

Adapted

Accommodated
Adjusted

Addressed

Concentrated
Focused

Adjusted

Acclimatize
Familiarized

Administered

Administrate
Executed
Governed
Supervised

Advanced

Encouraged
Fostered
Promoted

Advised

Conferred
Consulted

Advocated

Encouraged
Favored

Aided

Assisted
Helped

Allocated

Allowed
Apportioned
Assigned

Analyzed

Broke down
Dissected

Answered

Rejoined
Replied
Responded
Returned

Applied

Pertained
Pressed
Related
Urged

Appraised

Assessed
Estimated
Evaluated
Rated
Surveyed
Valued

Approved

Accepted
Favored

Arbitrated

Judged
Umpired

Arranged

Disposed
Ordered
Organized
Systematized

Assembled

Called
Convened
Summoned

Assessed

Appraised
Evaluated

Assigned

Allocated
Allotted
Allowed
Gave

Attained

Accomplished
Achieved
Gained
Reached
Won

Audited

Analyzed
Examined
Inspected
Reviewed
Scanned

Augmented

Compounded
Enlarged
Expanded
Extended
Heightened
Increased

Authorized

Approved
Facilitated
Enabled
Endorsed
Promoted

Awarded

Allotted
Assigned
Endowed

Balanced

Adjusted
Compensated
Corresponded
Outweighed
Redeemed

Began

Commenced
Inaugurated
Initiated
Launched

Boosted

Heightened
Hiked
Increased
Raised

Built

Constructed
Manufactured

Calculated

Computed
Estimated
Figured

Captivated

Allured
Attracted
Charmed
Enchanted
Fascinated

Catalogued

Enrolled
Inscribed
Listed

Charted

Arranged
Designed
Devised
Planned

Checked

Corrected

Clarified

Cleared up
Explained
Illustrated
Settled

Collected

Assembled
Gathered

Combined

Associated
Connected
Joined
Linked
United

Communicated

Conveyed
Discovered
Transmitted

Compared

Assimilated
Equated
Matched

Completed

Concluded
Ended
Finished

Composed

Comprised
Created
Formed
Made-up

Condensed

Compressed
Contracted
Shrunk

Conferred

Awarded
Consulted
Gave
Granted

Consolidated

Compacted
Unified

Constructed

Assembled
Built
Fabricated
Formed
Made
Produced

Conceived

Envisioned
Visualized

Consulted

Advised
Carried through
Conferred
Continued
Endured
Persisted

Contributed

Aided
Assisted
Helped

<u>Controlled</u> Composed Contained Regulated Restrained	<u>Formulated</u> Nurtured Produced	Created Invented Planned	<u>Eliminated</u> Accented Accentuated Dismissed Emphasized	<u>Evaluated</u> Appraised Assessed Classified Estimated Rated
<u>Converted</u> Impelled Moved Persuaded Swayed	<u>Decided</u> Concluded Determined Figured Resolved Settled	<u>Diagnosed</u> Determined Distinguished Identified	<u>Encouraged</u> Fostered Inspired Nourished	<u>Executed</u> Achieved Administrated Implemented Performed
<u>Conveyed</u> Channeled Communicated Conducted Transmitted	<u>Defined</u> Described Prescribed	<u>Directed</u> Conducted Controlled Guided Managed	<u>Enforced</u> Effectuated Engineered Maneuvered Wangled	<u>Expanded</u> Developed Elaborated Increased
<u>Convinced</u> Assured Persuaded Prompted Satisfied	<u>Delegated</u> Administered Appointed Assigned Delivered Designated Gave Selected	<u>Discovered</u> Revealed Unmasked	<u>Enhanced</u> Deepened Heightened Intensified Magnified	<u>Experienced</u> Proficient Skilled Versed
<u>Coordinated</u> Accommodated Arranged	<u>Demonstrated</u> Displayed Exhibited Illustrated Showed	<u>Displayed</u> Exhibited Revealed Showed	<u>Enlarged</u> Amplified Developed Elaborated Expanded	<u>Explained</u> Clarified Explored Expounded Inquired Interpreted Investigated Probed
<u>Corresponded</u> Agreed Approached Conformed	<u>Designed</u> Arranged Constructed Created Planned	<u>Distributed</u> Circulated Disbursed Dispensed Divided	<u>Enlisted</u> Enrolled Joined	<u>Expressed</u> Formulated Signified Stated
<u>Counseled</u> Advised Directed Recommended Suggested	<u>Detected</u> Encountered Found	<u>Documented</u> Recorded	<u>Ensured</u> Assured Diverted Entertained Insured Recreated Secured	<u>Extended</u> Expanded Offered Presented
<u>Created</u> Composed Formulated Generated Made Originated Produced	<u>Determined</u> Decided Destined Performed	<u>Drafted</u> Formulated Outlined Prepared Sketched	<u>Established</u> Constituted Created Enacted Instituted	<u>Fashioned</u> Fabricated Formed Produced
<u>Critiqued</u> Commented Criticized Reviewed	<u>Developed</u> Amplified Elaborated Expanded	<u>Educated</u> Disciplined Instructed Taught	<u>Estimated</u> Appraised Approximated Assessed Calculated Computed Evaluated Rated	<u>Focused</u> Concentrated
<u>Cultivated</u> Developed Educated Fostered Instructed Managed	<u>Devised</u> Concocted	<u>Effected</u> Caused Enforced Implemented		<u>Formed</u> Composed Constructed Developed Fabricated Fashioned Produced

Devised
Drafted
Expressed
Prepared

Fostered
Cultivated
Encouraged
Promoted

Found
Based
Completed
Established
Executed
Fulfilled
Implemented
Performed
Satisfied

Furnished
Equipped
Provided
Supplied

Gained
Accomplished
Achieved
Acquired
Attained
Earned
Improved
Secured

Gathered
Assembled
Collected
Deducted
Derived

Generated
Created
Originated
Produced

Governed
Administered
Directed
Executed

Granted
Acknowledge
Allowed
Awarded

Guaranteed
Certified
Warranted

Guided
Conducted
Directed
Piloted

Handled
Exercised
Governed
Managed
Operated
Utilized

Headed
Addressed
Directed
Originated

Heightened
Enhanced
Expanded
Increased
Intensified

Hired
Chartered
Employed
Engaged

Identified
Distinguished
Recognized

Illustrated
Clarified
Demonstrated
Exemplified
Explained

Implemented
Completed
Enforced
Executed
Fulfilled
Performed

Improved
Enlightened

Incorporated
Combined
Embodied
Integrated

Increased
Expanded
Heightened
Raised

Influenced
Affected
Impressed
Inspired

Initiated
Commenced
Introduced
Launched

Inspected
Examined
Studied
Surveyed

Inspired
Exhilarated
Impressed
Influenced

Installed
Ensconced
Inducted
Initiated

Instituted
Created
Established
Introduced
Launched
Originated

Instructed
Created
Directed
Trained

Interpreted
Described
Explained
Expounded

Integrated
Blended
Coordinated
Incorporated
Unified

Introduced
Initiated
Instituted

Invented
Contrived
Devised
Formulated

Involved
Affected
Concerned
Implicated

Issued
Emanated
Originated
Published

Joined
Associated
Combined
Connected
Related
United

Judged
Collected
Concluded
Deducted
Derived
Inferred

Launched
Began
Commenced
Embarked
Initiated
Introduced
Originated

Lead/Led
Conducted
Directed
Guided
Introduced

Lectured
Addressed

Listened
Attended
Heeded

Located
Placed
Positioned
Sited
Situated

Maintained
Presented
Provided
Supported
Sustained

Managed
Conducted
Directed
Governed
Magnified
Maximized
Operated

Measured
Determined
Gauged
Scaled

Mediated
Interceded
Intermediate
Intervened

Merged
Blended
Compounded
Intermingled
Mingled
Mixed

Mobilized
Activated
Circulated
Moved
Propelled

Modified
Altered
Changed
Refashioned
Turned

Monitored
Controlled
Oversaw
Watched

Motivated
Excited
Galvanized
Moved
Provoked
Roused
Stimulated

Navigated
Directed
Map out

Negotiated
Adjusted
Agreed
Arranged
Bargained
Contracted
Settled

Observed
Distinguished
Noted
Noticed
Perceived

Saw	<u>Overhauled</u>	<u>Planned</u>	Manufactured	Produced
Viewed	Fixed	Arranged	Originated	Upheld
<u>Obtained</u>	Mended	Contemplated	Raised	<u>Ran</u>
Acquired	Overtook	Designed	Yielded	Acted
Gained	Patched	Devised	<u>Programmed</u>	Directed
Got	Rebuilt	Drafted	Scheduled	Extended
Secured	Reconstructed	Organized	Set up	Handled
<u>Opened</u>	<u>Oversaw</u>	Outlined	<u>Projected</u>	Made
Began	Chaperoned	<u>Played</u>	Arranged	Worked
Cleared	Overlook	Diverted	Conceived	<u>Rated</u>
Exposed	Supervised	Enacted	Designed	Judged
Freed	Surveyed	Engaged	Devised	<u>Reached</u>
Initiated	<u>Participated</u>	Handled	Envisioned	Accomplished
Released	Entered into	<u>Prepared</u>	Featured	Achieved
Revealed	Joined in	Drafted	<u>Proposed</u>	Approached
Started	Shared	Fixed	Aimed	Attained
Uncovered	<u>Performed</u>	Formulated	Contemplate	Contacted
<u>Operated</u>	Accomplished	Framed	Designed	Extended
Administered	Achieved	Made	Intended	Gained
Handled	Behaved	<u>Presented</u>	Preferred	Realized
Oversaw	Completed	Addressed	<u>Proved</u>	<u>Realized</u>
Ran	Enacted	Directed	Demonstrated	Accomplished
Supervised	Executed	Gave	Determined	Attained
<u>Orchestrated</u>	Fulfilled	Offered	Established	Conceived
Arranged	Functioned	<u>Presided</u>	Examined	Envisioned
Blended	Implemented	Carried on	Showed	Featured
Harmonized	Operated	Conducted	Tested	Imagined
Integrated	<u>Persuaded</u>	Controlled	<u>Provided</u>	Thought
Unified	Convinced	Directed	Delivered	Visualized
<u>Ordered</u>	Prevailed	Managed	Dispensed	<u>Recommended</u>
Adjusted	<u>Pinpointed</u>	<u>Prevented</u>	Gave	Acclaimed
Arranged	Determined	Anticipated	Supplied	Advised
Classified	Diagnosed	Averted	Transferred	Commended
Disposed	Distinguished	Deferred	<u>Published</u>	Counseled
Organized	Identified	<u>Printed</u>	Advertised	<u>Reconciled</u>
Regulated	Placed	Imprinted	Announced	Accommodated
<u>Originated</u>	Recognized	Stamped	Declared	Attuned
Acted	Spotted	Wrote	Proclaimed	Conformed
Behaved	<u>Pioneered</u>	<u>Processed</u>	<u>Purchased</u>	Coordinated
Commenced	Created	Proceeded	Bought	Harmonized
Conducted	Made	<u>Produced</u>	Took	Integrated
Created	Originated	Built	<u>Qualified</u>	Tuned
Functioned	<u>Placed</u>	Constructed	Authorized	<u>Recorded</u>
Generated	Established	Created	Characterized	Indicated
Handled	Fixed	Cultivated	Entitled	Marked
Initiated	Laid	Fabricated	<u>Raised</u>	Registered
Managed	Put	Formed	Assembled	<u>Reduced</u>
Maneuvered	Settled	Generated	Collected	Decreased
Operated		Grew	Elevated	Diminished
Performed			Instigated	Lessened
			Lifted	

Researched

Inquired
Investigated
Probed

Responded

Answered
Replied
Returned

Responsible

Accountable
Answerable
Liable

Restored

Recalled
Reclaimed
Recovered
Reestablished
Refurbished
Reinstated
Reintroduced
Rejuvenated
Renewed
Revived

Revitalized

Reactivated
Rekindled
Renewed
Resurrected
Retrieved
Revived

Revamped

Mended
Rebuilt
Reconstructed
Redrafted
Repaired
Revised
Rewrote

Reviewed

Reconsidered
Reevaluated
Reexamined

Revised

Redrafted
Redrew
Restyled
Reworked
Rewrote

Scheduled

Booked
Carded
Listed

Recorded
Timed

Searched

Examined
Inspected
Rummaged
Scanned
Scoured

Secured

Acquired
Assured
Insured
Obtained
Protected
Shielded

Selected

Chose
Elected
Opted (for)
Preferred

Shaped

Assembled
Built
Constructed
Fabricated
Formed
Framed
Made
Molded

Simulated

Acted
Assumed
Resembled

Sold

Marketed
Merchandised
Retailled
Vended

Solved

Fixed
Resolved
Worked out

Specialized

Enumerated
Itemized
Particularized
Specified

Specified

Mentioned
Named

Started

Began
Created
Established
Initiated
Organized

Streamlined

Simplified

Strengthened

Encouraged
Energized
Reinforced

Studied

Contemplated
Examined
Inspected
Surveyed

Suggested

Implied
Indicated
Insinuated

Summarized

Summed
Synopsised

Supervised

Oversaw
Superintended

Supplied

Delivered
Dispensed
Provided
Transferred

Supported

Advocated

Encouraged

Endured
Provided
Sustained
Upheld

Surpassed

Exceeded
Excelled
Trumped

Surveyed

Assessed
Evaluated
Examined
Inspected
Overlooked
Oversaw

Sustained

Abided
Endured
Preserved
Upheld

Synthesized

Arranged
Harmonized
Integrated
Unified

Systematized

Arranged
Ordered
Organized

Targeted

Aimed

Taught

Disciplined
Educated
Instructed
Trained

Terminated

Adjourned
Closed
Completed
Dismissed
Finished
Left
Resigned

Tested

Checked
Demonstrated
Examined
Proved
Tried

Totaled

Added
Aggregated
Subtracted

Tracked

Covered
Traced
Trailed

Traded

Changed
Exchanged
Substituted

Trained

Enticed
Instructed
Reeducated

Translated

Converted
Rendered
Transposed

Transmitted

Dispatched
Forwarded
Routed
Sent

Uncovered

Disclosed
Discovered
Revealed
Unveiled

Unified

Concentrated
Integrated
United

Updated

Modernized
Refreshed
Refurbished

Upgraded

Advanced
Elevated
Preferred
Promoted

Utilized

Applied
Employed
Handled
Used

Validated

Confirmed
Justified
Verified

Verified

Confirmed
Justified
Validated

Worked

Acted
Handled
Operated
Performed
Ran

Resume and Interview Tips for Education Students

In order to effectively showcase the product (YOU), you must be able to identify your strengths, skills, and abilities.

Here are a few more things that Education students may want to include on their resumes:

- Teaching methods, styles, and techniques; the number of students you've worked with and their demographic information
- Concentration and the grades it involves (e.g., Concentration: Early Childhood, grades preK-3)
- Ability to work with parents, and how you have done so
- Duration of selection (i.e., have you worked where there is only block scheduling?)
- Ability to be flexible with curriculum when need be (e.g., during a national catastrophe)
- Successful completion of Praxis I & II
- A separate Certification/License information section (e.g., License: Grades preK through 3, all areas; License number: 934932. Type: Rules 2002. Expires: August 3, 2008)

Education students should also be prepared to discuss the following topics (among others) in an interview:

- Current “hot topics” and trends in education, both locally and nationally
- Ability to discuss student achievement options (e.g., in high schools, there must now be a plan to drop out in order to pursue a GED; there are now 4 different diplomas; etc.)
- What you would do with students during a national catastrophe—employers are looking to see if you put the needs of the students before the needs to satisfy curriculum or state standards (hint: the needs of the students are most important)
- The role/level of involvement of parents in education, and any specific experience you have with parents
- Faculty meetings (how often are they, who attends)—this can be included in the questions you ask the employer at the end of your interview

Make Sure you're resume don's have mistakes

by Robert Half

Robert Half, founder of the California based personnel service Accountemps, has collected resume bloopers from his Resumania file for more than 40 years. Some excerpts:

- ❖ “Extensive background in public accounting. I can also stand on my head!”
- ❖ “Education: College, August 1880 – May 1984.” (Must have been a tough curriculum.)
- ❖ “Cover Letter: Thank you for your consideration. Hope to hear from you shortly!” (Hey, let's not get personal.)
- ❖ “Work Experience: Dealing with customers' conflicts that arouse.”
- ❖ “Strengths: Ability to meet deadlines while maintaining composer.” (Would that be Mozart, or Beethoven?)
- ❖ “I am a quick learner, dependable and motivated.”
- ❖ “Education: B.A. in Liberal Arts.”
- ❖ “Please disregard the attached resume – it is terribly out of date.”
- ❖ “I am a rabid typist.”
- ❖ “Work Experience: Set up entire offices including furniture, lighting, computers, filing cabinets and office procedures. Also have a flair for floral arrangements and catering.”
- ❖ “Here are my qualifications for you to overlook.”
- ❖ “Skills: Operated Pitney Bones machine.”
- ❖ “I perform my job with effortless efficiency, effectiveness, efficacy and expertise.” (And an eye on the “e” section of the dictionary, evidently.)
- ❖ “Personal: Married 20 years; own a home, along with a friendly mortgage company.”
- ❖ “Insufficient writing skills, thought processes have slowed down some. If I am not one of the best, I will look for another opportunity.”
- ❖ “Seek challenges that test my mind and body, since the two are usually inseparable.”
- ❖ “Work Experience: Responsibilities included checking customers out.” (And then did he rank them on a scale of one-to-ten?)
- ❖ My compensation should be at least equal to my age.”
- ❖ “Personal Qualities: Outstanding worker; flexible 24 hours a day, seven days a week, 365 days a year.” (It's Gumby!)
- ❖ “I don't usually blow my own horn, but in this case, I will go right ahead and do so.”

Resume Critique Checklist

- _____ Material fits neatly on one page, two pages if there is enough relevant experience.
- _____ No spelling, grammar, or punctuation errors. Typing is neat, clean, and professional-looking.
- _____ Name, address, telephone, and e-mail are at the top and easy to locate.
- _____ Margins at sides and bottom are not less than one-half inch.
- _____ Layout and design are easy to read and pleasing to the eye.
- _____ Important titles are emphasized by using text enhancements where appropriate (caps, bolds, underline, italics), but not overdone.
- _____ Indentations or appropriate symbols are used to organize information logically.
- _____ Overall appearance invites one to read it.
- _____ Action words are used to communicate accomplishments and results.
- _____ Extraneous personal information (height, weight, age, sex, etc.) has been left out.
- _____ If using a career objective, make sure it is specific, clear, and targeted.
- _____ Remember the RULE OF THUMB- the most important information is in the first half.
- _____ Use conservative colors like white, off-white, beige, or gray parchment.
- _____ Avoid graphics and colorful paper unless you are in the design field.
- _____ Always use reverse chronological order.
- _____ Employment that is older than 10 years is not listed.
- _____ Language specific only to the company in which you worked has been translated to apply to other areas.
- _____ Strongest statements are at the top, working downward.
- _____ Dates of employment and education are included and accurate.
- _____ "References Available Upon Request" has been substituted with more skills.
- _____ Quantities, amounts, and dollar values are used to enhance the description of your job.
- _____ References are listed on a separate sheet of paper with the same heading as the resume.
- _____ Addresses and phone numbers of previous employers are omitted.
- _____ Hobbies or social skills are not listed unless they are related to the targeted job.
- _____ The word "I" is used only in the cover letter.

**RESUME CRITIQUES ARE AVAILABLE IN CAREER SERVICES:
KETTLER HALL 109, 260-481-6595**

Cover Letter

By Catherine McGinnis, Alumni Career Services
Bucknell University, Lewisburg, PA

The purpose of a cover letter is to introduce you to an employer, give them a frame of reference, and provide a sample of your writing ability. Some employers focus on the cover letter, others focus on the resume. Make sure you invest time in developing both, and you will present yourself in a more professional light.

Once you have developed a cover letter you are happy with, hang on to it with both hands. The body of the letter will always highlight and showcase the key points you wish to stress. Then, all you will need to do is personalize it to fit an employer's specific requirements. Keep the following things in mind when developing your cover letter:

Be Specific

Always address your letter to a specific person or title. "To Whom it May Concern," or "Dear Sir or Madam," just doesn't cut it anymore. Call the school corporation to find out to which you should address the letter. Ask how to spell the person's name, what his/her title is, and if you aren't sure, if the person is a he or a she (ex: Chris Smith). It's always better to err on the side of caution.

I worked with a gentleman named "Doug" who has received mail addressed to "Dough." It is good for an office laugh, but the person will never get an interview after a mistake like that. We all like to see our correct name and title in print. Play to the employer's vanity, and by doing so, you will set yourself apart from other job seekers. If you can't find out to whom to send the letter, (if the company does not state the name), address it to a specific position, such as "Director of Certified Personnel."

Sum It Up

Make your cover letter short, sweet, and to the point. Many times people go on and on in a cover letter, even though the average amount of time it will be in the employer's hands is 8 seconds. Prove that you can showcase your abilities, skills, and strengths concisely. The employer will appreciate it.

Writing Skills

Unlike a resume, a cover letter requires complete sentences, which sometimes makes it more challenging to write. Don't rely on spell check and grammar check. Getting a few different people to look at your cover letter (and resume, while you're at it) is invaluable. You can have your resume and cover letter critiqued in Career Services (in Kettler 109; 260-481-6595).

Use business letter format, typed in an eye-pleasing, easy-to-read font, printed on the same bond paper used for your resume. Use words you are comfortable with, and that reflect who you are. Don't try to make yourself sound like someone else.

What about e-mail?

If you are e-mailing your resume, you still need to introduce yourself by way of a cover note (unabridged version of the cover letter). The same rules apply and you need to follow them to get noticed.

Cover Letters - In General

- Cover letters should be tailored to the individual organization/person to whom you are applying for a job. The resume can stay the same; cover letters must be more specific, pointed, and personal.
- Their life expectancy in a recruiter's hands is about 8 seconds.
- Therefore, cover letters should be brief, to the point, and accurate.
- They should connect your qualifications to the needs of the job.

Tips for Success

- Always send a cover letter - even if one isn't required. It's the professional thing to do.
- Use good quality business stationery that matches your resume.
- Use a laser printer.
- Address the letter to a specific person whenever possible.
- If you have a copy of the job description/advertisement, refer to it and the duties/qualifications listed in your letter.
- Address your letter to the person who has the power to hire you.
- Be sure of the person's proper title (i.e., Mr., Ms., Dr., etc.)
- If you don't know who to address the letter to - a simple phone call to the organization's Personnel/Human Resource Department will help.
- Keep the letter short – 3-5 paragraphs at the most.
- Your letter should highlight your qualifications for the position but not repeat information contained in your resume.
- Keep a copy of each letter you send. They help when you write follow-up letters.
- As with your resume – Proofread, proofread, proofread!
- Employers will be using your cover letter to assess your communication and writing abilities. Make sure there are no typos or grammatical errors.
- If you think your cover letter will be fed into a computerized scanning system, follow the guidelines for scannable resumes.

Cover Letter Critique Checklist

1000 Anywhere Street
Fort Wayne, IN 46805

July 18, 2009

Dr. Wonderful Employer
Fort Wayne Community Schools
1230 S. Clinton Street
Fort Wayne, IN 46808

Dear Dr. Employer:

I am writing to apply for a teaching position with Fort Wayne Community Schools. In May 2010, I will be graduating from Indiana University in Fort Wayne, IN with a Bachelor of Science degree in elementary education, and given my educational background and relevant experience, I believe I am the ideal candidate for a position with your school district.

I have enclosed a copy of my resume for your reference, in addition to my application form for employment with Fort Wayne Community Schools. As a substitute, I am familiar with many schools in the district. I have been a resident of Allen County all my life and have an understanding of the socio-economic structure, political issues, and concerns of a diverse population.

During my years at IPFW, I have been exposed to several perspectives of education and have had an opportunity to explore new methods of teaching. While pursuing my degree, I taught a Sunday School class of fifteen 5-and 6-year olds and assisted with a 4th grade Brownie Troop. These experiences, coupled with action assignments and student teaching, have exposed me to a variety of age groups and have allowed me to broaden my teaching abilities.

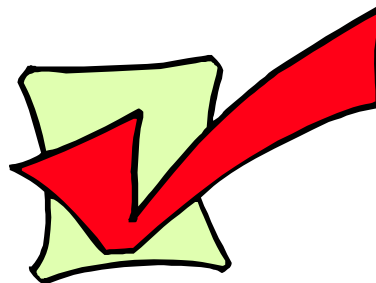
I would appreciate the opportunity to meet with you to discuss how my education and experiences would meet the needs of Fort Wayne Community Schools. Should you require additional information I can be reached at 260-555-1222 or at imastudent@yahoo.com. I look forward to hearing from you.

Sincerely,

Ima Student

Enclosures

- _____ The first paragraph gives the employer a frame of reference.
- _____ No spelling, grammar or punctuation errors.
- _____ Typing is neat, clean and professional-looking.
- _____ Margins at sides and bottom are not less than one-half inch.
- _____ Layout and design are easy to read and pleasing to the eye.
- _____ Use simple language. Keep it short, sweet and to the point.
- _____ The cover letter is typed, never hand-written.
- _____ Overall appearance invites one to read it.
- _____ Action words are used to communicate accomplishments and results.
- _____ No extraneous personal information (height, weight, age, sex, etc.).
- _____ I've used the same paper for my cover letter and resume.
- _____ If answering an ad, the cover letter is written specifically to the ad.
- _____ I have individualized each cover letter.
- _____ I have not included salary information.
- _____ I have described myself in terms of the contributions I can make to the employer.
- _____ The tone of my cover letter is proactive.



References—Why Have Them?

References - Why Have Them?

- They know people who can help.
- People who are evaluating your candidacy may know them.
- They indicate the breadth of your experiences (professional, academic, personal, etc.)

Who Should Be Included?

- Current Practitioner - Someone who is doing what you're applying to do. Do you have what it takes to do the job? This person should be able to say an unqualified YES!
- Academics - Someone who can attest to your academic proficiency.
- Work - Someone who can speak to your qualities as an employee and worker.
- Personal - Someone who can speak about you as a person.

Who You Should NOT Include

- Relatives and/or parents
- Brothers and/or sisters
- People who don't know you
- "Big Name" people who you don't know

Reference Page

- It's a good idea to develop a page that lists your references.
- This page should be included with any application material you submit.
- It should be done on the same paper as your resume, and should have your name at the top.
- You never know who knows someone else.

Sample References Page

Jane Doe

1000 Anywhere Street
Fort Wayne, IN 46805
260-481-6000
Doej@aol.com

References

Ms. Laura Reynolds
Director of Field Services
School of Education
Indiana University - Purdue University Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499
(260) 481-6000
reynoldslaura@hotmail.com

Mr. John Doe
Principal
Such and Such Elementary School
1000 School Boulevard
Fort Wayne, IN 46000
(260) 555-1222
johndoe@aol.com

Ms. Karen Schoolteacher
5th Grade Teacher, Student Teaching Supervisor
Such and Such Elementary School
1000 School Boulevard
Fort Wayne, IN 46804
(260) 555-1212
Karenschool@hotmail.com

Credentials for Teacher Candidates

What Are Credentials?

Teacher candidates are often asked to submit their "credentials" when applying for teaching positions. This term can be confusing, because credentials as they were originally intended are seldom used today.

The terminology came from a time when all education majors were required to maintain credential files in the college's Career Services office. A few years ago, however, the federal government passed legislation making closed credential files illegal, so our office no longer keeps these files. You need to create and maintain your own credential file and mail the information directly to school districts.

What Should Be Included When Credentials Are Requested?

It is very important to recognize that every school district's application procedures are different. Follow their instructions precisely. Failure to follow directions may cause your application to be eliminated. Typically, a vacancy announcement specifies the following materials must be included:

- A letter of application (often called a cover letter)
- A resume
- A list of professional references with addresses and telephone numbers
- Copies of letters of recommendation from principals and/or other school administrators. Newly certified candidates are most frequently asked for evaluations from their student teaching supervisor(s) and university supervisor(s).
- A copy of official transcripts
- A separate application form (if required by the school district)

Critical Information to Know about School Districts

In your interviews with K-12 school district administrators, it is very important that you know as much as possible about the school, district, and community in which you might be employed. Also, you should be prepared to ask about concerns and issues related to your employment that are of interest to you. The following are topics about which job applicants typically have questions.

District

- Type of district (elementary, high school, or unit)
- History and development of the district
- Characteristics of the student population and community
- Size of the district (number of elementary, junior high/middle school, and high schools)
- Central office administrators and their roles
- Grades included at each level of education

Curriculum

- Courses in the curriculum in your discipline and their content, sequence, pre-requisites, and status as electives or required courses
- Typical schedule of courses in the curriculum (first and/or second semester courses)
- Textbook and supplementary materials, the recency of their adoption, and district adoption procedures
- Availability of AV materials and equipment for classroom use
- New and/or innovative curriculum developments in your discipline in recent years
- Curriculum developments currently being planned

Students

- Type and size of student body in which a position is available
- Typical class size
- Procedures for student placement (i.e., homogeneous, tracked)
- Characteristics of entering and exiting students (i.e., number or percentage who are enrolled in vocational and college preparatory curricula and the number or percentage who enroll in college upon graduation)

Instructional Assignment

- Reasons why the position is available (i.e., enrollment increase, retirement, resignation, etc.)
- Number and type of teaching preparations (i.e., self-contained classes or team taught classes)
- Other instructional assignments (i.e., coaching)
- Methods and frequency of teacher evaluation
- Availability of summer employment
- Assignments on department, school, or district committees
- Duties in the supervision/sponsorship of student activities
- Starting and ending dates of employment
- Contract length (i.e., 9, 10, 11 or 12 months)

Faculty

- Number of administrators in the building and their responsibilities
- Size of the faculty within departments and the building
- Number of new teachers hired each year
- Special interests and/or expertise of faculty

Student Services and Activities

- Student clubs, organizations, and sports
- Counseling and guidance personnel and services
- Social worker, school nurse, librarian, and other support staff and their roles

Community

- Community support for education
- Involvement of parents and other community members in the school program
- Recreational and other facilities in the community
- Demographic information about community residents
- Cost of living and housing in the community

Salary and Fringe Benefits

- District salary schedule
- Pay for extracurricular responsibilities
- Reimbursement policies for graduate study
- District requirements for continuing professional education
- Vacation and sick leave, personal leave, and other leave policies
- Substitute teacher procedures
- Payroll schedule

- Medical insurance

Personnel Selection Procedures

- Number and type of interviews that job candidates can expect
- Individuals involved in the preliminary screening of candidates, interviews, and the final selection (personnel director, building principal, department head, or other)

Other

- District requirements for residency of staff

Final Suggestions

- Be certain to read your employment contract carefully before signing it
- You might want to visit the district while classes are in session to visit the department and building in which you might be working. If at all possible, try to meet the department head and/or building principal by whom you would be supervised.

Education Interviews

Before the Interview

Your success in interviewing depends on how convincingly you can convey your ability to teach. In order to answer questions effectively, you need to do your homework about yourself and the district you are considering. You need to understand the different types of interviews school districts use so that you can prepare for the interview in the best way possible.

Self-Assessment

Identifying your own strengths and weaknesses is important interview preparation. Make a list of the things you know you do well, and those which you would like to improve. Learn to describe your skills in terms familiar to employers. (For example, dependable, quick-learner, competent, dedicated, and enthusiastic.) Understand that employers recognize that beginning teachers still have much to learn. Honest assessment of your shortcomings will also help you to prepare questions for the interview.

Research Potential Employers

Learn as much as possible about the districts or schools that you are targeting in your job search. When you request teaching applications, ask for brochures or other printed information about the district. Check with your career services office to see if they have files of informational or promotional videotapes about the districts you are considering. Local chambers of commerce are another valuable source of information about communities and schools. Write or call to request a packet of information.

As you accumulate this information, you will discover that not all districts are equal. You can use the results of your research to disqualify districts that do not match your career aspirations.

First Interviews

Districts generally use first interviews to select final candidates from large pools of applicants. These interviews may take place on campus, at job or career fairs, or by telephone. Some districts will use graded or standardized interviews while others may use standardized selection instruments. Regardless of the location or exact type of interview, you should understand that first interviews are generally used to eliminate candidates who do not match the profile and qualifications a district may seek. You can often determine the types of interviews that are used by simply inquiring at the central office. The following is a brief description of each type of interview:

Graded or Standardized Interviews

These are similar to oral examinations and follow a definite process. Fortunately, most candidates have faced similar situations in courses they have taken. All candidates are asked the same question, and their responses are recorded and scored. This individual interview grade is added to each candidate's other grades, which may include such items as application materials or institution of education and degree. The final scores are tallied and then the finalists are selected from those with the highest scores.

Standardized Selection Instruments

These are paper and pencil examinations that are quite extensive. They pose questions that focus on situational incidents, teaching goals, essays about parent/student complaints, teaching topics, and candidate accomplishments.

Telephone Interviews

This type of interview has become more common as candidates apply for positions located great distances from their colleges. These interviews offer an economical way to bring a candidate and interviewer together for a conversation. You should be aware of your voice inflections, articulation, and the way you word your responses when you participate in a telephone interview. You will not have the opportunity to use body language and gestures.

Second Interviews

Potential teachers are selected from a small group of finalists during second interviews. Almost two-thirds of all teacher candidates will meet with the superintendent during second interviews. Many will meet with school board members, curriculum supervisors, and selection committees.

Second interviews may also include going out for breakfast, lunch, or dinner. It is wise to order something you can eat gracefully if you are faced with such an occasion.

If you are invited for a second interview, use this opportunity to clarify any unresolved questions you may have. If you receive a verbal or written contract offer at the conclusion of the interview, you should be prepared to give an answer or to ask for a reasonable period of time to consider the offer.

Practice, Practice, Practice

Participating in mock interviews is a good way to prepare for real ones. You can practice with a friend or with a career services professional. If you have the opportunity, participate in a videotape session, which can give you an idea of how well you are doing with gestures, body language, maintaining eye contact, and the clarity and diction of your answers. Invest in your own career success by practicing until you are comfortable and confident.

During the Interview

Arrive on time or early and know where you are supposed to be. If you are unsure of the location, check that out several days prior to the interview.

Introduce yourself to the receptionist and explain why you are there. Be courteous to the office personnel. They are often asked for their impressions of candidates, and it would be unfortunate to lose a job offer because you were rude to the secretary.

Greet your interviewer with a smile and firm handshake. The interviewer will control the course of the interview, but you need to control your own body language and answers.

Because interviews are often subjective, your enthusiasm, self-confidence, eagerness and believability will affect the outcome. Remember that your nonverbal and visual signals speak as loudly as your words.

Interviews most often include a greeting, a period of employer's questions and candidate's responses, and an opportunity for the candidate to ask questions, and a conclusion. Be ready to ask a number of questions.

At the conclusion of the interview, restate any points you feel are important and merit additional emphasis. Always ask your interviewer for a business card, and ask whom you should contact to check on your candidacy. Be sure to ask when the selection decision will be made so you will know how long you may be a candidate. This also enables you to determine when or whether the position was filled.

After the Interview

Proper follow-up is critical. This is an opportunity to punctuate your interest in a position and to express your gratitude for the interview. Sadly, only a small number of candidates send thank-you letters to interviewers. This courtesy can make a difference, and perhaps give you an edge over other candidates. A good practice to follow is to mail your thank-you letter the same day as your interview.

Keep a job-search journal with consistent notes about your progress on each job opening. After each interview, summarize in your journal what transpired, who you met, and any other thoughts for future reference.

Do not be surprised if you do not hear from the district following your interview. School administrators are very busy and are unable to call or write every individual they meet. If you do not hear from a district within two or three weeks following an interview, call them to inquire about your status as a candidate. Offer to provide any additional information necessary to assess your candidacy. If you do not receive an offer, courtesy and professionalism may keep the door open for a future opportunity.

Education Mock Interview Day

The Office of Career Services created the first Education Mock Interview Day in June 2009, where representatives from area school corporations conducted 45-minute practice interviews with Education majors. The event was highly successful, and Career Services plans to continue this event every summer. Visit www.ipfw.edu/career for more information.

Sample Interview Questions for Educators

Personal Opinions and Background

1. Why do you want to teach?
2. Do you plan to make teaching a career?
3. What do you hope to gain by pursuing a teaching career?
4. What gives you the most satisfaction as a teacher?
5. Why do you want to teach in this district or community?
6. Do you have any misgivings about the position for which you are applying?
7. What is/are the most important characteristic(s) of the successful teacher?
8. What characteristics separate the above-average teacher from the average teacher?
9. What characteristics do you possess that will enhance your abilities to teach?
10. Do you have a genuine interest in helping students learn?
11. What do you expect of your students?
12. What is/are the most important contribution(s) you can make to your students?
13. Do you accept the responsibility of being a good example?
14. What is the school's responsibility for preparing students for out-of-school experiences?
15. What can you contribute to the success of our school system?
16. What are the characteristics of your ideal school?
17. What can you contribute to the profession?
18. Tell me about your personal background.
19. What are your hobbies and interests? What are your professional plans or goals?
20. Tell about the person you most admire.
21. Describe the one person that influenced your decision to become a teacher.
22. What is your philosophy of education?
23. How do you rank values, facts, and concepts in importance?
24. Why do you think you will be a successful teacher?
25. What is/are your strongest trait(s)/ Your weakest trait(s)?
26. How competent are you?
27. Why should we employ you?
28. How would you prefer to be evaluated?
29. What are your attitudes toward extra-duty activities?
30. Will you teach any place in my district?
31. Will you follow school policy?
32. What are your attitudes toward professional organizations and militancy?
33. What are your attitudes regarding minorities?
34. What do you believe to be the greatest problem facing American public education?
35. What is your impression of today's youth?
36. What information do you have about the district?
37. Will you be happy living in this community?
38. Are you willing to work?

Ability to Get Along with People

1. Do you get along well with most people?
2. What quality in other people is most important to you?
3. Can you get along with other faculty members?
4. What do you believe your role and obligations to be toward other faculty members?
5. Would you enjoy team teaching?
6. When you get upset what do you do?

7. Describe your perception of your relations with the building administration.
8. What are your attitudes toward supervision?
9. How much loyalty do you believe that you owe the administration?
10. Give an example of how you successfully communicate with students.
11. If one of your students were to describe you, what would be said?
12. What techniques do you use in developing rapport with students?
13. What evidence can you provide that you can establish a good working relationship with students in the age group you will be teaching?
14. Give an example of how you dealt with an irate parent.

Teaching-Learning Process

1. How do you handle curricular content in classes of students with many levels of ability?
2. Are you prepared to individualize instruction (including diagnosis and preparation)?
3. How would you individualize instruction in your classroom?
4. What do you consider to be the most worthwhile innovations in your particular area?
5. What ideas or innovations do you plan to use in your teaching?
6. What do you consider to be the ideal learning environment?
7. What are the ingredients of an effective learning program?
8. Describe the role of the teacher in the learning process.
9. What can you do to improve learning opportunities in your particular area?
10. What teaching techniques are effective for you?
11. What are the major problems that you have faced in the classroom?
12. What are the objectives that you hope to achieve in your area?
13. How would you organize and what would you include in a unit lesson plan?
14. What is/are the developmental state(s) of a child in the ___ grade?
15. Explain the term "mainstreaming".
16. What impact did Public Law 94-142 have on public schools?
17. What are some points to consider when integrating a handicapped student?
18. What signs would indicate that a student is gifted?
19. How involved should parents be in the education of their children?
20. How do you expect to motivate students?
21. How will your teaching benefit the students?

Education and Experience

1. What subjects are you qualified and/or certified to teach?
2. Why did you choose your particular area of preparation?
3. Do you believe that your university/college has prepared you for a career in teaching?
4. What was/were the greatest highlight(s) of your college career?
5. Name and evaluate two professional books that you have read within the last six months.
6. What kinds of experiences have you had which will be of help when you begin teaching?
7. What out-of-school experiences have you had working with children?
8. Do you have experience with disadvantaged or minority students?
9. What kinds of work experience have you had other than teaching?
10. Tell me about your student teaching or previous teaching experience.
11. Based on your student teaching or previous teaching experience, how do you evaluate yourself as a teacher?
12. Were you successful in your student teaching or previous teaching experience?
13. What is a special project you planned during student teaching?
14. What do you have to offer that no other candidate has?
15. Why are you leaving your present position?

16. Have you ever been discharged? Why?

Classroom Control

1. What is your philosophy of discipline?
2. How would you handle discipline problems?
3. Can you maintain good classroom discipline?
4. Do you anticipate any difficulty in classroom control?
5. Who would you turn to if you felt you had lost control of a situation?
6. How successful have you been in your previous experience in maintaining good discipline?
7. What procedure(s) work(s) best for you in maintaining discipline?
8. What type of classroom atmosphere would you establish to prevent discipline problems?
9. What incident would constitute a telephone conversation with a parent?

What Is a Thank-You Letter?

A thank-you letter is one of the most important yet least used tools in a job search. It is used to establish good will, to express appreciation, and/or to strengthen your candidacy. The basic rule of thumb is that everyone who helps you in any way should receive a thank-you letter. When used to follow up on employment interviews, thank-you letters should be sent within 24 hours to each person that interviewed you. Also, be sure to send thank-you letters to each of your contacts who granted you information interviews and to people who provided references for you.

Hints for a Thank-You Letter

- Make it very brief.
- Thank-you notes are appropriate if you feel you have a personal relationship/friendship with the person with whom you interviewed.
- They are “required.” If you don’t do one, people will remember.
- Note the date of your interview in your letter, and highlight a key point from your interview. It will help the recipient remember who you are.
- Re-state your strong interest (if you have one) in the position, and highlight your qualifications once again.
- Try to be specific about why you are interested and how you are a good fit for the organization.
- Thank everyone with whom you interviewed.

Sample Thank-You Letter – Block Format

1000 Anywhere Boulevard
Fort Wayne, IN 46805

April 30, 2009

Ms. Principal
Fort Wayne Community Schools
1230 S. Clinton Street
Fort Wayne, IN 46808

Dear Ms. Principal:

I want to thank you very much for interviewing me yesterday for the 2nd Grade Classroom teacher position. I enjoyed meeting you and learning more about your school.

My enthusiasm for the position and my interest in working for Fort Wayne Community Schools were strengthened as a result of the interview. I think my education and related teaching experiences fit nicely with the position requirements, and I'm sure that I could make a significant contribution to the district over time.

I want to reiterate my strong interest in the position and in working with you and your staff. You provide the kind of opportunity I seek. Please feel free to call me at 260-555-1212 if I can provide you with any additional information.

Again, thank you for the interview and your consideration.

Sincerely,

Jane Student

Teaching Portfolios

What Is a Portfolio?

A portfolio is a reflective summarization of your career as an educator and a collection of the work that you have produced. Teaching portfolios are constructed by teachers to highlight and demonstrate their knowledge and skills in teaching. Your portfolio is a collection of your progress, achievements, contributions, and efforts. Ideally, it is a document which reveals, relates, and describes your duties, expertise, and growth in teaching.

What Is Included in a Portfolio?

- Statement of teaching philosophy and goals
- Student teaching evaluation
- Written examinations: National Teacher's Exam, State licensure tests
- Copy of license (if available)
- Descriptions of classes you have taught
- Graded student work such as tests, quizzes, and class projects
- Implemented lesson plans and handouts
- Photographs of bulletin boards, chalkboards, or projects
- Video tape of classroom teaching
- Colleague observation records
- Documentation of effort to improve one's teaching: recently attended graduate classes, in-service seminars, programs, etc.
- Letters of recommendation
- Honors received

Do Employers Really Look at the Portfolio?

- School administrators in Fort Wayne have stated that they “don’t have time” to look through your portfolio at the interview.
- Ask prior to the interview if you should bring your portfolio with you.
- Give the employer the option of looking through it.
- Use it as an illustration of your abilities, not as your only selling tool.
- You may want to bring a smaller version of your portfolio to show employers—they may have time to go through this version instead of the complete portfolio.

Web Resources for Education Students

Academic Employment Network (<http://www.academploy.com>)

A directory of positions listed by state. Positions include teaching at all levels (including higher education).

American Association for Employment in Education (AAEE) (<http://www.aeee.org/>)

Direct links to teaching vacancies and certification information.

American School Directory (<http://www.asd.com>)

A directory of school districts across the nation, listed by state.

Education Jobs (<http://www.education-jobs.com/>)

A job search site for professionals in education jobs.

Education World (<http://www.education-world.com/>)

Information on educational resources, school district directories, employment listings, as well as curriculum and lesson planning.

K-12Jobs.com (<http://www.k12jobs.com>)

This web site concentrates in posting job opportunities available at Kindergarten, Elementary Schools, Junior High, High Schools and Vocational Schools. Each job posting has complete information, including; school's name, location, deadline, salary, contact information, school's e-mail, and school's web site.

Indiana Department of Education (<http://ideanet.doe.state.in.us/>)

Educational news and information from the Hoosier state.

Local School Directory (<http://www.localschooldirectory.com/>)

Listing of schools in the US with state educational information

National Center for Education Statistics (<http://nces.ed.gov/ccd/schoolsearch/>)

Find statistical information on all k-12 schools. Data provided on individual schools & districts.

National Educators Employment Review (<http://www.thereview.com/>)

National monthly publication featuring K-12 job positions. Lists information about subscription costs and terms as well as featuring some articles about issues in education.

National JobNetwork in Education (<http://www.nationjob.com/education/>)

Mostly jobs in higher education, but there are some postings for elementary and secondary schools.

Petersons.com: Private Schools Search

(<http://www.petersons.com/pschools/code/pssector.asp?path=hs.fas.private>)

Database of information about private schools.

The Private School Review (<http://www.privateschoolreview.com/>)

Free, detailed information about private schools and their surrounding communities, private school employment listings, and articles about working at private schools

Schools Online (<http://www.schools.com/>)

Browse school and contact information on 289 boarding schools in the U.S., Canada, and Overseas from The Association of Boarding Schools (TABS).

Teach English in Taiwan (<http://www.hess.com.tw>)

An opportunity for college graduates to live, work, study and travel abroad by teaching English in Taiwan.

Teach for America (<http://www.teachforamerica.org/>)

We are the national corps of outstanding and diverse recent college graduates, of all academic majors, who commit two years to teach in under-resourced urban and rural public schools.

Teacher Magazine (<http://www.teachermagazine.org/>)

News, curriculum and legal issues of the profession.

Teachers @ Work (<http://www.teachersatwork.com>)

An on-line recruiting and job searching mechanism for teachers, administrators, and school districts. Find schools in which you're interested, create your resume electronically, submit your resume for consideration, and more.

U.S. Department of Education (<http://www.ed.gov/index.jhtml>)

Guide to school districts, using technology in the schools, grant opportunities, safe schools, etc.

IPFW Career Services

IPFW students and alumni are invited to schedule an appointment with IPFW Career Services to have their resumes and cover letters critiqued, practice their interviewing skills, or discuss their job search strategies. For more information, please call IPFW Career Services at (260) 481-0689 or visit www.ipfw.edu/career.