

## **Teacher Candidate Resumes**

### **A. Heading**

1. Include name, address, phone number, and email address. Make sure the information is current.
2. Let anyone who may answer your phone (roommates, parents, friends) know you will be expecting phone calls from potential employers! Make sure they take a complete and accurate message and are professional and polite.
3. Be professional when answering your phone or recording the outgoing message on your answering machine – no music in the background, no sarcastic messages, etc.

### **B. Objective**

1. Optional on the resume. Must be stated in the cover letter.
2. Be clear and concise. Identify the grades and certification areas you are willing to teach. You may include your interest in supervising extracurricular activities.
3. No need to elaborate on your objective by stating that you desire a “challenging teaching position” (all teaching assignments are challenging) or that you want to work in a school that “cares about children” (what school doesn’t care?).

### **C. Education**

1. Most first year teacher candidates should list “Education” after the objective because this degree is the basic qualification for teaching.
2. Include all college experiences with the most advanced degree first. List your degree, major, minor, the name and location of the institution, and graduation date (month/year).
3. Include your GPA if it is 3.0 or above.
4. If you have any unique educational experiences, such as study overseas, include in this section. You may choose to include academic honors, activities, and scholarships here, or in a separate section.

### **D. Professional Preparation**

1. This section, which includes student teaching and field experiences is the most important section and must be the salient part of your resume, especially if you are a first year teacher candidate. You can use the heading “Professional Preparation” or “Student Teaching and Field Experiences” or even “Teaching Experience,” but make sure readers know these are pre-service teaching experiences and not professional teaching experiences.
2. State the school, location, and dates. Include the facts of your teaching assignment such as the number of students, classes, grade levels, and subjects. Then describe your experience in specific terms. Consider addressing issues like these:
  - A unit plan that encompassed a variety of subject areas
  - Lessons designed to meet state standards and prepare students for standardized testing
  - Specific technology you incorporated in your teaching
  - Methods used to assess the progress of your students
  - Cooperative work with other teachers, school counselors, and administrators
  - Paraprofessional and parent volunteer supervision
  - Student behavior management

## E. Experience

1. After your Student Teaching and Field Experience section, you may want to create a section titled “Teaching Related Experience” which includes paid and volunteer experiences such as a summer camp counselor or afterschool tutor. Describe these related experiences in a manner consistent with your student teaching descriptions.
2. Other experiences (not related to teaching) may be valuable as well and belong in a section called “Additional Experience.” In these other experiences, you may have earned a promotion, supervised others, assumed management responsibility, worked independently, serviced customers, etc. Your experiences may prove that you’ve developed leadership, organizational, or communication skills. Do not burden the reader with unnecessary job duties; instead concentrate on the skills that relate to teaching.

## F. Honors and Activities

1. Include any organizations or committees in which you have been involved.
2. Provide information on any offices that you have held or any other forms of leadership. May bullet or provide in paragraph form. If there are too many, list only the most relevant or create two sections.

## G. References

1. You may simply state “References available upon request.” You may also choose to leave this section off. However, be prepared to provide references during the interview or when asked by an employer.
2. If you choose to include references with your resume, list them on a separate sheet of paper. Include the individual’s name, title, organization, address, and phone number as listed below. You’ll need 3-5 professional references and should request permission before listing an individual as a reference.

Mr./Ms./Dr. Name, Title

Organization

Address

Telephone Number

Relationship: Academic Advisor, Current Supervisor, etc.

## Points to Remember

<b>Do</b>	<b>Don't</b>
Provide information that is positive and relevant to the job objective.	Provide the reader with your life history or negative information that is not required.
Make use of spacing, bold, capitalization, italics, and indentation to make the resume visually appealing.	Overuse different fonts, graphics, etc. in a way that becomes distracting.
Try to limit to one or two pages. The employer will not take the time to read your resume word for word and is not likely to glance at it if it is too lengthy.	Include information that is irrelevant simply to fill space. Also, the resume is not a confessional. Do not include information that might be construed negatively if it is not required.
Use correct terminology related to the industry you are interested in.	Misuse words simply because it sounds impressive or abbreviate terms even when used correctly.
Print resume on 8 ½” X 11” paper. White is preferred but neutral colors are acceptable. Also, do not print in colored ink.	Use paper of an unusual size or color. Fluorescent colors, dark paper, and colored ink are not viewed as professional.
<b>PROOFREAD!!!</b> Check your resume for grammar, punctuation, and spelling. Ask others to critique it.	Assume the computer spell check will catch every mistake.
Leave out information regarding ethnicity, religion, marital status, and age.	Include a photograph or physical description of yourself.

## ACTION WORDS

Refer to the list below for help in selecting the right word when writing your resume and cover letter. Remember that the words you use must convey the skills you have developed that are applicable to the position you are applying for.

Ability	Conceive	Encourage	Launch	Proficient	Serve
Accomplish	Conduct	Establish	Lead	Promote	Set
Account	Confirm	Estimate	Lecture	Propose	Simplify
Achieve	Conserve	Evaluate	Locate	Protect	Solve
Active	Consistent	Examine	Log	Prove	Spearhead
Adapt	Consolidate	Expand	Maintain	Provide	Speculate
Advise	Construct	Expedite	Manage	Qualify	Sponsor
Analyze	Consult	Explain	Manipulate	Realize	Study
Answer	Contribute	Facilitate	Manufacture	Receive	Substantial
Apply	Control	File	Measure	Recommend	Succeed
Approve	Coordinate	Formulate	Mediate	Record	Summarize
Arbitrate	Copy	Found	Memorize	Recruit	Supervise
Arrange	Correspond	Gather	Modify	Reduce	Supply
Assemble	Counsel	Generate	Monitor	Refer	Support
Assess	Create	Guide	Motivate	Regulate	Synthesize
Assign	Decide	Handle	Negotiate	Reinforce	Teach
Audit	Decrease	Help	Obtain	Relate	Technical
Build	Define	Identify	Offer	Reorganize	Test
Calculate	Delegate	Illustrate	Operate	Repair	Train
Capacity	Deliver	Implement	Order	Represent	Translate
Categorize	Demonstrate	Improve	Organize	Research	Troubleshoot
Chart	Design	Increase	Originate	Resourceful	Tutor
Classify	Detect	Influence	Outline	Respond	Unite
Coach	Determine	Initiate	Participate	Restore	Utilize
Code	Develop	Install	Perform	Retrieve	Vault
Collaborate	Devise	Institute	Persuade	Revamp	Verify
Collect	Diagnose	Instruct	Pertinent	Review	Versatile
Communicate	Direct	Interact	Plan	Revise	Vigorous
Competent	Discover	Interpret	Prepare	Revitalize	Volunteer
Compile	Distribute	Interview	Prescribe	Route	Write
Complete	Edit	Invent	Present	Schedule	
Compose	Effective	Invest	Print	Search	
Compound	Elaborate	Investigate	Process	Select	
Compute	Eliminate	Judge	Produce	Sell	

## Writing a Cover Letter

A cover letter is essential when you are not able to personally give your resume to the prospective employer. Your cover letter should be personal and convey to its reader what you know about the employer or organization and how you will best fit in with the organization. The letter should be three to four paragraphs in length and should fulfill four goals.

- 1. Make direct contact between you and the person you are writing to.** This first paragraph should contain information on the position you are applying for and how you discovered the position (i.e. newspaper ad, mutual acquaintance, or webpage). If the position has not been advertised then this paragraph should state the type of position you're interested in and alert the reader to the characteristics of the organization that appeal to you.
- 2. Present your skills, experiences, and special attributes as they relate to the needs of the employer.** The body of the cover letter should show the employer that you have researched the company and the position. Using the information from your research describe your skills and experience in terms of how you can benefit the company. The prospective employer will want to know why he/she should hire you. *Do not restate your resume!* Share with the employer your goals as they relate to the employer's goals or mission, your knowledge about their products and/or services, and your knowledge about the industry as a whole.
- 3. Refer the reader to the enclosed resume.**
- 4. Initiate direct contact with person reading the letter.** Many individuals leave it up to the employer to make the initial contact. This can be viewed as a passive attitude. It is much more assertive and direct to state a date that you will contact the employer to confirm receipt of your resume and discuss what opportunities might be available to you. *However, some employers may request that you do not call. In this instance, do not call.* Remember, you want to be assertive not aggressive.

## Points to Remember

Do	Don't
Address it to an individual. "To Whom It May Concern" is not as personal as a name.	Use a form letter for every application. You should tailor it to the job description and the company.
Call to find out the name and title of the individual who will be receiving your resume.	If the company requests no phone calls then do not call. Sometimes addressing the letter "To Whom It May Concern" or to the Personnel Manager is unavoidable.
Keep it brief but thorough.	Repeat your resume. Rather, expand on one or two things in your resume that the employer would find impressive.
Make sure the final copy is professional. Use quality paper, use a business letter format, and sign the letter.	Make any mistakes. Make sure you check grammar, spelling, punctuation, etc.

## LETTER OF APPLICATION

(also known as a Cover Letter or Letter of Inquiry)

178 Smith Avenue  
Valdosta, GA 31602  
(229) 333-1234

May 16, 2012

Ms. Mary Jones  
Personnel Director  
XLT Corporation  
1100 Main Street  
Atlanta, GA 30033

Dear Ms. Jones:

I am interested in applying for your management trainee position recently advertised in the *Macon Telegraph*. The skills I have acquired from my work experience, coupled with my academic background, support my interest in the production management field.

As you can see from my resume, I recently completed an internship with XYZ Corporation. Through my internship, I had the opportunity to receive training in a variety of areas to include staffing, production scheduling and procurement of materials. This valuable experience solidified my interest in production management.

I also have had the opportunity to develop and hone my communication and leadership skills as Vice President of the Student Government Association. Serving as a leader for over 8,500 undergraduate students was a great boot camp to develop the skills that will be essential for the production environment.

I appreciate your review of my application materials. I look forward to meeting with you to discuss my skills and experiences.

Sincerely,

John B. Taylor

Enclosure

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## JANE DOE

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123 Your Street  
Valdosta, GA 31602  
(229) 000-0000  
jdoe@email.com

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**OBJECTIVE** Seeking a Middle Grades Teaching Position.

**EDUCATION** **Valdosta State University** **Valdosta, GA**  
*Bachelor of Science in Education, Middle Grades Education* *May 2012*  
*Teaching Concentration: Language Arts and Spanish*

### STUDENT TEACHING

**Valdosta Middle School** **Valdosta, GA**  
*7<sup>th</sup> Grade Language Arts* *Spring 2012*

- Prepared educational objectives and lesson plans.
- Implemented positive classroom management strategies.
- Utilized various styles of teaching including cooperative groups, peer tutoring, and the use of technology.
- Created bulletin boards and interest centers.
- Participated in grade level team meetings as well as parent meetings.
- Assisted teacher with planning field trips.

### PRACTICUM EXPERIENCE

6th Grade, Valdosta Middle School **Valdosta, GA**  
*Fall 2011*

8th Grade, Lowndes Middle School **Valdosta, GA**  
*Spring 2011*

### ADDITIONAL EXPERIENCE

**Valdosta - Lowndes County Parks and Recreation** **Valdosta, GA**  
*After School Worker* *2009 - 2011*

- Tutored children 6 to 13 years of age in all academic subjects.
- Supervised recreational activities and games.
- Provided conflict resolution between children.

### PROFESSIONAL ASSOCIATIONS

Student Professional Association of Georgia Educators

### COMPUTER SKILLS

- Developed Web pages and used the internet for education purposes.
- Prepared PowerPoint Presentations.
- Experienced in using various educational software (Language Arts, Spanish, Math, Science, and Social Studies).
- Demonstrated ability in Microsoft Office.

### REFERENCES

Credentials on file at the Career Opportunities Office, Valdosta State University.

**OBJECTIVE**           Teacher: Early Childhood Education

**EDUCATION**           **University of Utah, Salt Lake City, Utah**  
*Bachelor of Science in Education – May 2012*  
*Major: Early Childhood Education*

**COURSE HIGHLIGHTS**

Educational Psychology	Early Childhood Teaching
Language and Society	Multicultural-Bilingual Education
Child Development	Spanish I-IV

**STUDENT TEACHING**

**Early Childhood Center, Head Start Center, Pioneer, Utah** **Spring 2012**

- Instructed a diverse student population including ESL students
- Taught individualized math using manipulatives
- Organized and created learning centers and bulletin boards
- Used cooperative learning strategies
- Introduced computer use in learning centers
- Provided students with individualized attention
- Created flannel board stories to enhance learning
- Kept concise records of students’ progress
- Worked productively with staff, students, and parents

**Pre-Kindergarten, Jensen Elementary, Salt Lake City, Utah** **Fall 2011**

- Developed learning stations in reading and science
- Taught reading to a small group of beginning readers
- Designed and maintained progress charts
- Worked closely with three disabled children
- Communicated with parents on a regular basis
- Attended child study team meetings and staffing for learning disabled

**RELATED ACTIVITIES**

Hospital Tutor, University of Utah Medical Center, Salt Lake City, Utah	2009-2011
HACAP Volunteer, Hopper Community Center, Hopper, Utah	2007-2009
Swim Instructor, Civic Center, Grantsville, Utah	2007-2009
Member, National Association for Young Children	2007-2009

**CREDENTIALS**

Career Services, University of Utah, Salt Lake City, Utah 12345 Telephone: (101) 555-0009

## **TASSIE LONESTAR**

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221 College Street, Kent, Ohio 12345 (101) 555-0009

### **TEACHING OBJECTIVE**

Spanish: Grammar, Latin American Culture, Spanish Culture, Literature and History  
Journalism: News Reporting, Journalism Writing, Photography, Broadcast Journalism

### **ADVISORY INTERESTS**

Soccer Coaching  
Swimming Instructor

Student Government  
Cheerleading Sponsor

Yearbook Sponsor  
Newspaper Advisor

### **EDUCATION**

Kent State University, Kent, Ohio, Teacher Certification – *Spanish*, December 2011  
Luther College, Decorah, Iowa, B.A. with Double Major – *Journalism / Spanish*, 2009  
International Language Study in Mexico and Spain, 2004 and 2005

### **STUDENT TEACHING**

#### **Spanish, Roosevelt High School, Kent, Ohio, Fall 2011**

- Taught Spanish classes on levels I, II, III, and IV
- Utilized effective classroom management techniques
- Provided tutorial services for students needing additional help
- Incorporated special activities and guest speakers in curriculum
- Evaluated student progress and held regular student conferences
- Attended in-service sessions, faculty meetings, and school functions

### **PRACTICUM STUDENT**

#### **Journalism, Revere High School, Nichfield, Ohio, Spring 2011**

- Assisted with teaching responsibilities in journalism and mass communications
- Organized and led small group activities focusing on ethics in journalism
- Developed and taught a unit on magazine writing and editing
- Supervised newspaper lab using desktop publishing techniques

### **ACTIVITIES AND AWARDS**

Dean's list; All-Conference tennis player and team captain, Luther College  
Member, American Council for the Teaching of Foreign Languages  
Volunteer cheerleading sponsor, City High school, Three years  
Summer camp counselor – Camp Foster, Arnold's Park, Iowa, Summer 2010

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Credentials at Career Services, Kent State University, Kent, Ohio 12345 (101) 555-0009



## **AHMED KHAN**

221 College Street  
Providence, Rhode Island 12345  
(101) 555-0009  
akhan@email.com

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### **EDUCATION**

B.S. Ed., Middle Grades Education – Language Arts and Social Studies Emphasis – 2012  
Rhode Island College, Providence, Rhode Island

### **STUDENT TEACHING**

Esek Hopkins Middle School, Providence, Rhode Island, Spring 2012

- Team teaching in integrated Language Arts/Social Studies Program, grades 5-6
- Developed writing skills using a “writers workshop” mode of instruction
- Prepared units on history and biographies of the colonial period
- Created bulletin boards and interest centers to emphasize contributions of women in colonial social and cultural history
- Practiced effective classroom management techniques to promote student achievement
- Assisted with supervision of pupils in out-of-classroom activities
- Attended and participated in parent conferences
- Devised projects for individual investigation and small group collaboration suitable for students with a wide range of interests and achievement levels

### **PRACTICUM EXPERIENCE**

Oliver Hazard Perry Middle School, Providence, Rhode Island, Fall 2011

- Observed and participated in language arts instruction; worked with individualized students on vocabulary building and improving reading skills; volunteered to assist with layout of magazine featuring student prose, poetry, and artwork

Urban Collaborative Accelerated Program, Providence, Rhode Island, Spring 2011

- Observed team of three teachers employing an integrated approach to language arts and social studies instruction with students of exceptional abilities and a wide range of interests; observed team planning and evaluation sessions

### **RELATED ACTIVITIES**

Playground and Cafeteria Monitor, Mary L. Fogarty School, Providence, Rhode Island, 2010-2012  
Institute for Democracy in Education Association  
Rhode Island College Society for Creative Anachronism  
Volunteer, Student Cooperative Bookstore

### **CREDENTIALS**

Career Development Center  
Rhode Island College  
Providence, Rhode Island 12345  
(101) 555-0009

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