



CSU Career Services Center Education Majors Career Search Guide

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CSU Career Services Center
Student/Alumni Services for All Education Majors

1. **CSUcareerline**– <http://csucareerline.experience.com>
 - Register early on CSUcareerline
 - Complete the CSUcareerline Student Records Disclosure Agreement
 - Post an electronic resume for employers to view and for the Career Services Center to distribute
 - View Job Openings: local, regional, national
 - Check event schedule for Job Fairs and On-Campus Recruiting
 - **Job Agent – receive emails when teaching jobs are posted**
 - **Customized Education Major Career Search Guide/Interview Packets**

2. Document Development and Critiques
 - Resumes – Curriculum Vitae – Portfolios
 - Cover Letters/Letters of Interest
 - Thank you letters

3. Mock Interview Program
 - Videotaped mock interview
 - Immediate feedback on your interviewing skills
 - Current interview questions for teacher candidates

4. Advising Appointments
 - Discuss strategies for your job search/career
 - Resume reviews

5. Job Search/Placement Resources
 - Career Services Web Site – www.csuohio.edu/offices/career
Links to Education Job Search/Placement Resources
 - Education Websites and information
 - Job Books in the Career Services Center Library (RW 280)
 - Special Education, Counselors, Education Administration job postings
 - Early, Middle, Multi-age Education job postings
 - Higher Education, Out-of-State Education job postings
 - Summer Jobs and Camps job postings
 - Co-op Jobs for Education Majors job postings
 - **CSUcareerline – Job Agent – Job Postings**
 - Northeast Ohio Area School Systems List: www.csuohio.edu/career - Career Websites - Education
 - [American Association for Employment in Education Job Search Handbook](#)
Is an excellent source of information!
 - CSU Fall & Spring Career Fairs
 - Professional Education Workshops/Panels

6. **NOTED – Northeast Ohio Teacher Education Day 2008 – Thursday, March 31, 2011 (7:30am-5pm)**
 - **Location: John S. Knight Center, Akron, OH**
 - **Go to <http://notedjobfair.org/>**

7. On-going Career Development Workshops + Professional Career Workshops for Education Majors
 - Resume Writing - requirements
 - Interviewing Skills, Techniques and current questions
 - Networking Resources and Strategies
 - Professional Dress/Etiquette
 - Online Reputation Management
 - Negotiations & Expectations
 - Entry Year Teacher – “You’re Hired!”

For more information, contact: **Karen Lieske, Education Career Coordinator**
CSU Career Services Center – RW 280 – (216) 687-5537 – k.lieske@csuohio.edu

The Do's & Don'ts of the Job Search Process

The Do's

- Do send a cover letter with your resume
- Do target your resume for the job you are applying for
- Do your resume over and over, constantly update your resume
- Do print your resume on standard size (8_{1/2} x 11'')
- Do use a neutral color (white, light gray, beige) paper (matching envelopes a plus)
- Do keep your resume short and sweet, no more than two pages
- Do proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread
- Do research and know what kind of interview you will be having
- Do brush your teeth, use mouth wash, or have a breath mint before the interview
- Do take a practice run to the interview location. Be sure you know how to get there.
- Do prepare for your interview questions
- Do Plan to arrive early for the interview
- Do pay close attention to your appearance
- Do dress the part for the job, be conservative
- Do greet the receptionist or assistant with courtesy and respect
- Do shake hands firmly
- Do tell yourself you deserve the job. (That doesn't mean they owe it to you. You must convince them.)
- Do bring extra resumes to the interview
- Do look the interviewer in the eye
- Do avoid poor language or slang (um, uh, like)
- Do remember body language and posture
- Do stress your achievements
- Do try to get a business card from the person you interviewed with so you have the correct spelling for the thank you letter
- Do have confidence
- Do use the question as a way to highlight moments where you have shined
- Do ask questions about the job, company, or industry
- Do turn your cell phone off during your interview
- Do write thank you letters within 24 hours of the interview,

The Don'ts

Don't use exotic fonts on your resume

Don't list personal information on the resume

Don't include a picture with your resume

Don't have any misspelled words or grammar errors

Don't wear flashy jewelry or facial piercing, keep it simple and small.

Don't have limp or clammy handshake

Don't be late to the interview

Don't smoke before and interview

Don't chew gum during the interview

Don't bring a friend or child along.

Don't flirt, even if interviewer is flirting with you, maintain a business-like attitude

Don't slouch or fidget

Don't rely on your resume to sell you, do sell yourself

Don't memorize your interview answers

Don't tell jokes during your interview

Don't be soft-spoken

Don't forget you control the content of the interview

Don't be overly aggressive

Don't say anything negative about former colleagues, supervisors, or employers

Don't offer any negative information about yourself

Don't answer questions with a simple "yes" or "no",

Don't ask questions about salary before being offered a job

Don't ask about salary, vacations, or benefits until you've been offered the job

Don't show a lack of interest by not asking them questions

Don't make assumptions how to spell their name

Don't fail to send a thank you letter

Do's & Don'ts for Your Resume

Your resume should be:

- neatly typed and have a professional appearance
- printed by a high quality printer (i.e., LaserJet, inkjet) (Avoid typewriters & dot matrix)
- duplicated so it looks professional and clean
- on standard size (8½ X 11") paper
- on a neutral color paper (white, light gray, beige) (matching envelopes a plus)
- printed in black, clear print
- consistent format
- one-two pages describing your teaching experience (work experience should be condensed). Focus on teaching/related experience.
- on first page of the paper
- in a standard typeface (Arial, Helvetica, Optima, Palatino, Tahoma, Times New Roman, Univers)
- in a font size of 10 to 14 (Name in larger font i.e., 20-36)
- in phrase or bullet form (rather than sentence/paragraph)
- honest (but don't sell yourself short)
- of a positive tone
- in block form with white space
- pleasing to the eye
- saved on diskette since you will need to revise
- proofread by several people (one of whom should be a Career Services Center coordinator)
- packed with power and pizzazz
- perfect! (this includes spelling, grammar, and punctuation)

Your resume should not:

- have any spelling or grammar errors
- be sent without a cover letter
- have unexplained abbreviations (such as Organization names)
- use personal pronouns
- include a photograph
- have handwritten changes or additions
- appear too crowded or too sparse
- include every job held, unless the information is needed to fill the page
- include every school attended, just those who issued you degrees
- overlook the effective use of underlining, capitalization and indentions

Your resume must be *perfect* in order to effectively market you to employers.

Keywords for Resume Preparation - Action Words

Accelerated	Constructed	Facilitated	Managed
Accomplished	Consulted	Focused	Marketed
Achieved	Cooperated	Forecasted	Mastered
Acted as	Coordinated	Formulated	Mediated
Active in	Corresponded	Founded	Met with
Actively	Counseled	Functioned as	Minimized
Adapted	Created	Gained	Mobilized
Addressed	Critiqued	Gathered	Moderated
Administered	Culminated in	Generated	Modernized
Advised	Decided	Graded	Negotiated
Allocated	Defined	Graduated	Organized
Analyzed	Delegated	Guided	Originated
Anticipated	Demonstrated	Handled	Orchestrated
Applied	Designed	Hired	Ordered
Approved	Determined	Helped	Oversaw
Arbitrated	Developed	Identified	Participated
Arranged	Devised	Illustrated	Performed
Assembled	Diagnosed	Implemented	Pinpointed
Assessed	Directed	Improved	Planned
Assigned	Disciplined	Improvised	Prepared
Assisted	Discovered	Increased	Presented
Attained	Displayed	Individualized	Prioritized
Attended	Distributed	Influenced	Processed
Audited	Documented	Informed	Produced
Authored	Drafted	Initiated	Proficient
Balanced	Earned	Innovated	Programmed
Billed	Edited	Inspected	Promoted
Budgeted	Educated	Inspired	Proposed
Built	Effected	Installed	Proved
Calculated	Elevated	Instituted	Provided
Catalogued	Eliminated	Instructed	Publicized
Chaperoned	Employed	Integrated	Published
Chaired	Enabled	Interpreted	Purchased
Channeled	Enacted	Interviewed	Queried
Clarified	Encouraged	Introduced	Questioned
Classified	Energized	Invented	Recommended
Coached	Engineered	Investigated	Reconciled
Collected	Established	Issued	Recorded
Communicated	Evaluated	Judged	Recruited
Compared	Examined	Justified	Reduced
Compiled	Excelled	Launched	Referred
Completed	Executed	Lead	Reinforced
Computed	Expanded	Lectured	Reorganized
Conceived	Expedited	Led	Represented
Conceptualized	Explained	Located	Researched
Conducted	Expressed	Maintained	Resolved
Consolidated	Simulated	Summarized	Tripled
Revamped	Solved	Supervised	Tutored
Reviewed	Specified	Supported	Typed

Revitalized	Spearheaded	Surpassed	Updated
Saved	Standardized	Systemized	Upgraded
Scheduled	Stimulated	Tabulated	Used
Screened	Strategy	Taught	Validated
Served	Streamlined	Tested	Won
Set Goals	Structured	Trained	Wrote
Significantly	Successfully	Translated	
Simplified	Suggested	Transmitted	

Self-Descriptive Words

Active	Determined	Logical	Productive
Adaptable	Diplomatic	Loyal	Realistic
Aggressive	Disciplined	Mature	Reliable
Alert	Discreet	Methodical	Resourceful
Ambitious	Enterprising	Objective	Respective
Analytical	Efficient	Optimistic	Self-reliant
Attentive	Energetic	Perceptive	Sense of humor
Broad-minded	Enthusiastic	Personable	Sincere
Conscientious	Extroverted	Economical	Sophisticated
Consistent	Fair	Responsible	Systematic
Constructive	Forceful	Pleasant	Tactful
Creative	Imaginative	Positive	Talented
Dependable	Independent	Practical	Will travel
			Will relocate

Phrases Teacher should consider using as appropriate:

Elementary Education (all subjects)	Phonetic Awareness
Innovative Curriculum Development	Use of Technology in the Classroom
Integrated Curriculum Development	Engaging Students
Lesson Planning	Interactive Lessons
Classroom Management	Creative Problem Solving
Mentoring	Whole Language Curriculum
Motivation	Hands-on Instruction
Textbook Review & Selection	Student Assessment
Cultural Sensitivity	Standardized Testing/Scoring
Committee & In-Service Leadership	Diversity in School and Classrooms
Parental Involvement	Arts Integrated in all Curriculums

From the Ohio Department of Education Application Form

EDUCATIONAL TRAINING EXPERIENCE



Check your Educational Training Experience:

Language Immersion	Peer Counseling
Business Lab	Portfolio Assessment
Early Childhood Education	Water Safety Instruction
Multi-age/Multi-grade Instruction	Human Sexuality
Conducted In-Service Training	School to Work Programs
Drug & Alcohol Education	Autism – Training or Experience
English as a Second Language	Centers Based Learning
Service Learning	Developmentally Appropriate Activities
Cooperative Learning	Experience with Different Ability Levels
within	
School & Community Partnership	the same classroom
Constructive Approach to Learning	Speaking and Understanding Foreign
Language	
Micro Based Labs	Guided Reading/Flexible Grouping
NCTM Math Standards	Literature as Basis for Teaching Grammar
Usage	
Reading Recovery	& Mechanics
National Writing Project	Literature as Basis to Teach Phonics
Small School Experience	Standards Based Instruction
Resource Based Learning/	Performance Assessment (i.e. oral readings,
Information Literacy	reading inventory, etc.)
Middle School Experience	Technology as an Instructional Tool
Talented & Gifted	Involving Parents in Education of their
Children	
Distance Learning	Teaching Advanced Placement Courses

EXTRA-CURRICULAR ACTIVITIES



Check your Extra-Curricular Activities Experience:

Swimming	Outward Bound
Band/Orchestra	Photography
Baseball	School Publications
Basketball	Soccer
Cheerleader	Softball
Cross Country	Tennis
Dramatics	Track & Field
Football	Volleyball
Forensics	Wrestling
Chorus	Speech
Golf	Debate
Gymnastics	JROTC Rifle Team

Resume Elements for Education Majors

Identification & Contact Information

- Name (Should be the largest print on the page)
- Address
- Home Phone Number
- Cell Phone Number
- Email Address

Objective

- Tailor to each position you would be applying
- Be specific, if applying for a specific job
- Keep it general if not applying for a specific job (PreK-3, etc.)

Professional Profile/Summary of Qualifications (optional)

- Three to five sentences or bullet points stating/describing your greatest skills, accomplishments, qualifications, areas of expertise, professional assets

Education (list most recent degree first)

- Degree, University, City, State
- Date degree earned or anticipated
- Major, Minor, GPA (optional, only list if above 3.0)
- Licensure/Certification (title, date)
- Praxis Test Information (name of test, passed, date)
- Continuing Education Courses/Workshops (C.R.E.T.E., Child Abuse, etc.)

Teaching/Professional Experience (list most recent first)

- Position Title (Student Teacher, Practicum Intern, Substitute Teacher, etc.)
- Name of school & location (city & state)
- Dates of Employment (month, year)
- Describe work responsibilities with action words

Related Experience/or Work Experience (list most recent first)

- Position Title (Camp Counselor)
- Name of Organization & location (city, state)
- Dates of Employment
- Describe work responsibilities with action words

Special Skills

- List computer programs (i.e., Microsoft Word, Excel, Peoplesoft, etc.)
- List any foreign language skills and level (fluent, proficient, working knowledge of)

Affiliation/Professional Memberships/ Honors/ Activities

(You may use all of these, or you may use only use some of them. It depends on your situation.)

- | | |
|------------------------------|--|
| • Campus Organizations | • Dean's List |
| • Professional Organizations | • Achievement Awards |
| • Volunteer Activities | • Sports Teams |
| • Fraternity/Sorority | • List any leadership roles, committee participation, event coordination, etc. |
| • Scholarships | • Performances |
| • Exhibits | |

References available upon request.

SAMPLE RESUME HEADINGS

1.

EMILY EDUCATOR

295 College Drive ~ Cleveland, OH 44112
(216) 333-5566 ~ eed12@hotmail.com

2. **Samuel State**

9510 College Street
Cleveland, OH 44112
(216) 333-6655
sstate@aol.com

3.

Emily Educator

295 College Drive Cleveland, OH 44112
(216) 333-5566
eed12@hotmail.com

4.

Samuel State

9510 College Street
Cleveland, OH 44112

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SAMUEL STATE

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Emily Educator

216-333-5566
eed12@hotmail.com

295 College Drive
Cleveland, OH 44112

8. **Samuel State**

9510 College Street
Cleveland, OH 44112

216-333-6655
Email: sstate@aol.com

9. 295 COLLEGE DR. · CLEVELAND, OH 44112
216-333-5566 · EED12@HOTMAIL.COM

EMILY EDUCATOR

10. 9510 College St Home (216) 333-6655
Cleveland, OH 44112 Cell (216) 123-4567
sstate@aol.com

Samuel State

11. **EMILY EDUCATOR**

Body
Of
Resume

295 COLLEGE DRIVE · CLEVELAND, OH 44112
PHONE (216) 333-5566
E-MAIL EED12@HOTMAIL.COM

12. **SAMUAL STATE**
9510 College St. · Cleveland, OH 44112
216-333-6655 or 440-222-1234 · sstate@aol.com

13. 295 College Drive · Cleveland, OH 44112 ·
Home: (216) 333-5566 · Cell: (216) 222-1234
eed12@hotmail.com

EMILY EDUCATOR

OBJECTIVE SAMPLES

Middle School Math and/or Social Studies Teacher (Grades 4-9)
Permanent or Part Time Substitute Teacher

A teaching position that allows me to facilitate and inspire learning. To develop connections in the curriculum through interactive, cross-curricular activities. To oversee students' growth into productive and insightful members of society and their community.

To become a lifelong educator who is focused on empowering students to appreciate, enjoy and master the language arts, emphasizing writing, literature and speech.

To secure a position in Early Childhood Education with focus on the importance of communicating to children the value and gratification of learning.

To obtain a teaching position in the area of Middle Childhood Education grades 4-9 in the fields of Reading, Language Arts and/or Social Studies.

I am seeking a full-time position as a Mild/Moderate Intervention Specialist.

Seeking team environment setting teaching Mathematics within an Urban school at the secondary high school level.

Enthusiastic, creative, and experienced educator is seeking a rewarding position as a Social Studies and/or Language Arts teacher in Grades 4-9.

To obtain a math and/or science teaching position at the middle school level.
Qualified and interested in coaching athletics.

Seeking an early childhood teaching position (PreK-3) to utilize my instructional skills and creativity to meet the individual needs of each student and promote lifelong learning with the opportunity to coach extracurricular activities.

To obtain employment as a secondary science teacher teaching Biology and/or Chemistry.
Qualified and interested in coaching basketball and/or softball.

To obtain a position as a physical education teacher at the elementary, middle or high school level with supplemental coaching responsibilities.

To obtain a certified K-12 art teacher position in a challenging and inspiring learning environment where I can apply my skills and passions in art education.

To obtain a career position in education at the PreK-3 grade level utilizing my knowledge and creativity to run a successful and efficient classroom.

SEEKING K-12 PHYSICAL EDUCATION POSITION

Professional, highly resourceful Physical Education Teacher with an enthusiastic dedication towards making a positive impact on the lives of today's youth, with special
Emphasis on individual learning styles, diversity, and inclusion.

Marsha Jones

Objective To obtain a challenging elementary school teaching position (1-6) where I can make a difference in the lives of young people.

Education & Certification May 2005

- *Bachelor of Science in Education*, Cleveland State University, Cleveland, Ohio
- Concentration: Language Arts
- Certification: Elementary Education Grades 1-6, State of Ohio
- Praxis: Passed – Principles of Learning & Teaching: K-6 August 2004
Passed – Elementary Education: Curriculum, Instruction & Assessment November 2004

Teaching Experience **Student Teaching** Spring 2005

4th Grade, Garfield Elementary, Lakewood, Ohio

- Planned & taught lessons for Math, Language Arts, & Social Studies.
- Organized two bulletin boards: Immigrants Research & Travel Brochure of Lakewood.
- Planned & installed Learning Center consisting of folders containing worksheets, quizzes, & puzzles in six areas of concentration: Math, Art, Language Arts, Health, & Social Studies. Reference books and materials available in learning center.

Practicum Fall 2004

3rd Grade, Riverside Elementary, Cleveland, Ohio

- Prepared & taught a ten day Science Unit Plan.
- Objectives consisted of: Identification of Plants and Their Survival, How Plants Benefit Man, & Environmental Support of Life.
- Hands-on activities included the construction of a plant using construction paper, various art materials, & labeling parts of the plant.
- Students started plant seedlings in classroom & planted in school garden.

Additional Experience Academic Years: 2001-02
2003-04

America Reads Tutor, Co-op Field Experience (Community Work Study)

- Tutored one-on-one with children with assessed reading difficulties in remedial reading program, Helping One Student To Succeed (HOSTS).
- Tutored in Cleveland Municipal Elementary Schools and an urban After-School program.
- Supervised by a professional reading teacher.

Spring 2003

Field Experience - 5th Grade, Holy Family, Parma, Ohio

- Prepared & taught Ten Day Reading Unit Plan on Indian in the Cupboard.
- Concentrated on reading comprehension skills including inference, context clues, & predicting. Applied shared reading and reading theatre.
- Used evaluation strategies of retelling, vocabulary, critical thinking questions, and writing.

Skills

- Computer Expertise: Word, Access, Excel, Outlook, PowerPoint, & Publisher.
- Language: Fluent in American Sign. Proficient in Spanish.

JAMES GREEN

123 Euclid Avenue · Cleveland, OH 44115 · home (216) 555-1267 · cell (216) 987-0035 · jgreen@csuohio.edu

OBJECTIVE

To obtain a secondary level teaching position in mathematics and/or language arts.

TEACHING LICENSURE

Ohio Licensure: Adolescent/Young Adult (Grades 7-12)

- Concentrations in Integrated Language Arts and Integrated Mathematics
- Praxis: Principles of Learning and Teaching: Grades 7-12 – Passed – August 2004
- Praxis: English Language, Literature & Composition - Content Knowledge - Passed – January 2005
- Praxis: Mathematics – Content Knowledge – Passed – January 2005

EDUCATION

Cleveland State University, Cleveland, OH

Post-Baccalaureate Licensure Program – GPA 3.87 – May 2005

Bachelor of Science in Business Administration (Marketing) – Minor in Spanish – May 2003

TEACHING EXPERIENCE

Beachwood City School District / Beachwood High School, Beachwood, OH

Student Teacher Spring 2005

- Planned, developed, and implemented daily lessons for 10th, 11th and 12th grade courses
- Taught a variety of 10th grade language arts courses, including reading, writing, spelling, and grammar
- Taught two 10th grade mathematics courses, including accelerated geometry and intermediate algebra
- Conducted tutoring sessions during the afternoons for students: 15% of students took advantage
- Created quizzes, exams, and instructional activities to complement the text
- Utilized technology and integrated real life applications through a mathematics unit on fractions, decimals and percent

Parma City School District / Greenbriar Middle School, Parma, OH

Practicum Experience Fall 2005

- Planned and implemented pre-algebra, algebra and geometry lessons for 10th graders
- Collaborated with students in 11th Grade Journalism class to publish a writing magazine that included Math Brain Teaser word puzzles
- Launched a Writing Club to increase writing proficiency among students and encourage expression of ideas

Cleveland Clinic Children's Hospital for Rehabilitation / Center for Autism, Cleveland, OH

Field Observer Summer 2004

- Shadowed a behavioral therapist in the Center's day school

Shaker Heights High School, Shaker Heights, OH

Field Observer Spring 2004

- Observed a veteran teacher in a 11th grade English class
- Observed a veteran teacher in a 12th grade Calculus class

WORK EXPERIENCE

Cleveland Clinic Foundation / Children's Hospital and Children's Rehabilitation Center, Cleveland, OH

Marketing Intern Summer 2002

- Participated in organization and publicity of annual Teddy Bear Ride and delivery of bears to children

PROFESSIONAL TRAINING

Technology Integration Seminar – Cleveland, OH (2004)

Standards Based Education Seminar – Cleveland, OH(2004)

EMILY EDUCATOR

12345 Chester Avenue
Cleveland, OH 44115

Home (216) 555-1234
Cell (216) 555-0987
e.educator@csuohio.edu

OBJECTIVE To obtain a middle or high school teaching position in secondary language arts

EDUCATION **Cleveland State University, Cleveland, OH**
Master of Education in Curriculum and Instruction – May 2005
Participated in Masters in Urban Secondary Teaching Program (MUST)
GPA: 3.87
Teaching License: Integrated Language Arts (7-12) – May 2005
Praxis Content Knowledge – Passed June 2004
Praxis PLT – Passed September 2004

Bachelor of Arts – May 2002
Major: English
Major GPA: 3.6

TEACHING EXPERIENCE **Cleveland Municipal School District, Cleveland, OH**
Student Teaching – Chester High School – Spring 2005

- Instruction of 9th Grade English following all State Standards and Ohio Graduation Test requirements.
- Responsible for the education of students of varying abilities, including students with IEPs and students in Honor Programs
- Incorporated graphic organizers, rubric, and one-on-one draft editing to guide students through the writing process
- Presented the history of newspaper and media for 11th Grade Journalism class
- Created and implemented literature unit on Shakespeare's *Romeo and Juliet*
- Supervised students in designing, writing and editing a Journalism Column for the student newspaper, *The Chester Review*
- Managed alternative after-school program for disruptive students
- Participated as drama instructor for Junior & Senior Class plays

OTHER PROFESSIONAL EXPERIENCE **Cleveland Productions, Cleveland, OH**
Media Assistant – June 2003-June 2004

- Researched, prepared, and proofread press releases
- Coordinated distribution of press releases to local media centers
- Performed various technical activities
- Collected and catalogued all press releases
- Assisted in Cleveland Productions presentations

Strongsville Summer Playhouse, Strongsville, OH
Assistant Drama Coach – Summer 2003, Summer 2004

- Coached children, ages 7-17, in learning and performing roles

Cuyahoga County Public Library Strongsville Branch, Strongsville, OH
Children's Corner Assistant – June 2001-June 2003

- Trained children in the use of library technology
- Responsible for placement of books for weekly displays
- Conducted After-school Story Hour for 1st – 3rd graders
- Assisted children in the selection of appropriate reading materials

RELATED EXPERIENCE **Chester High School, Cleveland, OH** – Spring 2005
Volunteer Proficiency Tutor – Tutored students in Language Arts

Emily E. Educator

101 Lyndhurst Road, Lyndhurst OH 44124

Phone: 440-123-9870 / Cell: 440-123-5678 / Email: eee@yahoo.com

PROFESSIONAL PROFILE

- Proficient in grant writing, successfully earning and managing thousands of dollars for student and teacher science and technology materials and projects
- Experienced in program evaluation, working with paid staff, and volunteers
- Trained and mentored teachers in meaningful instruction and use of modern technology in an elementary and middle school setting
- Analyzed performance data to diagnose, intervene, and improve student achievement
- Exemplary skills in leadership, mediating, negotiating, and writing labor agreements

SKILL SUMMARY

TEACHING AND TRAINING

- Licensed elementary and middle school science teacher
- Instructor for new teachers and those receiving new materials and computer software for classroom use
- Summer instructor for lead science teachers
- Trained and evaluated pre-service teachers through a rigorous curriculum and real-life work experience
- Mentored and counseled new teachers

FUNDRAISING

- Recipient of grant dollars for classroom materials and multi-grade technology projects
- Coordinator of YMCA's local scholarship drive

PROGRAM COORDINATOR

- Developed, implemented, and promoted programs within the philosophy of the YMCA
- Monitored facility operations
- Planned and budgeted for yearly programs, including cost of operating, equipment, and salaries

LEADERSHIP

- Elected Teachers' Representative, 1998-2006. Facilitated meetings, resolved conflict, and mediated labor disputes
- Lead Science Teacher; model best practice teaching strategies
- Negotiated and resolved contractual issues with management officials
- Served as liaison between teachers and administrators
- Selected by Union President to attend annual American Federation of Teachers Conference

ADMINISTRATIVE

- Department Chairperson; supervised and mentored science teachers
- Coordinated yearly science fair and solicited community volunteers
- Interviewed, hired, supervised, and evaluated staff and volunteers

CUSTOMER SERVICE

- Resolved customer service escalations and complaints
- Excellent interpersonal skills in dealing with patrons, and negotiating with vendors

EDUCATION

Master of Education in Curriculum and Instruction with an Emphasis in Science Education Cleveland State University, Cleveland, Ohio GPA: 3.97	December 2004
Middle Childhood Science Certificate Cleveland State University, Cleveland, Ohio GPA: 4.0	September 2004
Bachelor of Science in Education Cleveland State University, Cleveland, Ohio GPA: 3.8	December 1996

Honors: Cum Laude, President's List, Dean's List, Golden Key National Honor Society

WORK HISTORY

Teacher Memorial Year-Round School, Cleveland Municipal Schools, Cleveland OH	2005 to Present
Robert H. Jamison Computer and Technology Center, Cleveland Municipal Schools, Cleveland OH	1996-2005
Program Coordinator and Administrator Euclid Family YMCA, Euclid, OH	1994-1996
Customer Service Representative Forest City Auto Parts, Cleveland, OH	1989-1994

VOLUNTEER EXPERIENCE AND INTERESTS

- YMCA of Greater Cleveland, swim instructor, lifeguard
- Cleveland Municipal Schools, volunteer tutor
- Euclid Public Schools, volunteer tutor and instructor
- Junior Achievement of Greater Cleveland, "Business Basics" instructor
- Amateur Radio Operator (KC8KSY)
- Restoring antique automobiles

10 RULES OF COVER LETTER WRITING

1. Don't draft generic letters; make each letter unique to a specific address.
2. Address your letter to a specific person at the company, with the correct spelling of that person's name and title.
3. Communicate something unique to that person.
4. Show how you can meet the needs of the company, rather than what you hope they will do for you.
5. Use the body of the letter to highlight your education and experiences that are relevant to the job.
6. Qualify and quantify your experiences and achievements using examples.
7. Ask for a meeting to discuss your qualifications in more detail.
8. Keep to a minimum sentences that begin with I.
9. Write a one-page letter; spell check, proofread, and laser print it so you don't produce a "sloppy copy."
10. Sign the letter (make a copy for your files) and include it with your resume. Send your letter and resume in a 9x12 manilla envelope.

COVER LETTER DO'S AND DON'TS

- Don't wait to send your letter out until weeks after the position has been advertised.
- Don't mass mail letters; send out resumes and letters to a small number of companies at one time.
- Do single-space your letter and match the font and size with your resume.
- Do center your name, address and phone number at the top of the page, and be sure to leave ample margins on all sides.
- Do use standard type fonts like Times or Palatino and sizes 11-12 points.
- Do include the date.
- Do find the name, job title, and address of the contact person.
- Don't send out a letter addressed "To Whom It May Concern." (Consider using Dear Director of Human Resources or Dear Director of Personnel.)
- Do use a colon after the salutation, not a comma.
- Do balance your confidence with humility.
- Do keep the interests of the reader in mind; the letter is about you, but it is written to get someone else's attention.
- Do highlight three to five key points from your resume and use key words and phrases.
- Don't ramble on.
- Do give some "breathing room" between paragraphs by double spacing.
- Do excite the contact to call you in for an interview by the time he or she finishes reading your letter.
- Do use white or off-white resume paper for both the cover letter and resume.
- Do send your letter via overnight or priority if the situation warrants immediate attention.
- Do attach the ad for the job to your copy of the cover letter for accurate record keeping.
- Do make follow-up phone calls after a reasonable amount of time to check the status and to explore the possibility of an interview.

COVER LETTERS/LETTERS OF INTEREST

The cover letter/letter of interest is a vital part of your job search paperwork! Many employers report that impressive cover letters are often just as important as resumes in making decisions to interview candidates. A cover letter should **always** accompany a resume that is sent through the mail or email. It helps position your interests, qualifications and experience in relation to the employer's needs, as well as indicate what action you will take next. Most important, it gives employers signals of your personality, style and ability-important elements in the hiring decision.

The **purpose** of a cover letter should be to get the employer to take action on your resume. The whole structure should focus on persuading the employer to invite you for a job interview. A cover letter should be organized like advertising copy. It should:

- Catch the reader's attention
- Persuade the reader about you
- Convince the reader with more evidence
- Move the reader to acquire your services

Your letter will probably be about three paragraphs and one page in length. Keep it relevant and relatively brief. Always target your cover letter. Like the resume, the cover letter will not get you the job, but hopefully it will get you an interview.

BASIC COMPONENTS OF A COVER LETTER

[follows Business Letter format]

- Return Address
- Date
- Employer's Name and Address
- Greeting/Salutation
- First Paragraph
- Body
- Closing Paragraph
- Closing Phrase
- Signature

SAMPLE COVER LETTER

Return Address:

Resume **Heading:** **Your** Name, Street address, City, State, Zip Code, Phone/Cell number, Email

Date:

August 3, 2007

Employer's Address:

Name of contact person

Company name

Their Street address or PO Box

Their City, State and Zip Code

Salutation:

Dear Ms., Mr., or Dr. _____: [Never address "To Whom It May Concern," or "Dear Sir or Madam." If you absolutely cannot obtain the person's name, use the salutation "Dear Personnel Director:" or "Dear Director of Human Resources:"]

First Paragraph:

Purpose: To grab the attention of the reader's attention and establish interest in employment with that organization!

- Provide an opening sentence which entices the reader to continue reading.
- Name the job for which you are applying if you know a specific vacancy within the organization. Also tell how you learned of the position.
- Mention the name of the person [if any] who referred you to the organization and vacancy [preferably a colleague of the contact person].
- If you are unable to identify a contact, then mention specific knowledge of the organization to indicate your interest.

Second Paragraph:

Purpose: To demonstrate your ability to add value to the organization and/or highlight key strengths, abilities and experience!

- Acknowledge the skills required for the position in which you are interested.
- State the specific skills/strengths you are prepared to bring to the organization. These skills should parallel those qualities needed to succeed in the position you are interested in obtaining. Give examples of your skills and any related work experience [quantified results, accomplishments and achievements]. Explain how these skills will transfer to the position for which you are applying.
- Try not to repeat the information on your resume, instead refer reader to the enclosed resume.

Final/Closing Paragraph:

Purpose: To ensure follow-up action and extend appreciation for being considered!

- It is best to indicate that you will take the initiative in contacting the employer. End your letter with an action statement. For example, "I will be contacting you on Wednesday afternoon to discuss scheduling an interview."
- Make it easy for the person to contact you. Even though your phone/cell numbers are on the resume, you should include them in your cover letter heading.
- Thank them sincerely for their time and consideration of your application and resume.

Closing Phrase:

Sincerely,

Signature [Sign your name]

Type your name

Enclosures: Resume
Application

Michael Greene
87 Washington Street
Cleveland, OH 44122
555-555-5555 (h)
123-123-1234 (c)
m.greene@yahoo.com

August 3, 2007

John Doe, Assistant Superintendent
Smithfield Elementary School
12334 Main Street
Cleveland, OH 44115

Dear Mr. Doe:

I am interested in applying for a teaching position, on the elementary level, in your school district. As a May 2007 graduate of Cleveland State University, Cleveland, Ohio, with a Bachelor of Science in Elementary Education, I have student teaching experience on the third and sixth grade level, in both suburban and urban school districts.

At the present time I am teaching "at risk" preschool children. This position enables me to provide these students with a "head start" in mastering basic skills. I am challenged to be creative, nurturing and most of all, patient.

In my junior year, a passion for and knowledge of horses created an opportunity for me work for the Racing Museum. This position allowed me to teach every fourth grade class in the local school system. I coordinated field trips with classroom instruction.

It is my goal to combine my range of experience with my ability to be a compassionate, enthusiastic, knowledgeable teacher who will make a positive contribution to Smithfield Elementary School. I would welcome an interview and hope to hear from you at your earliest convenience.

Sincerely,

Michael Greene

Michael Greene

Enclosures: Application, Resume, References

=====

Adam Johnson
2189 101st Street
Cleveland, OH 44113
(h) 216-456-0321 (c) 216-941-2256
a.johnson@yahoo.com

August 3, 2007

Michael Smith, Director of Human Resources
Breck City School District
91061 Breck Road
Breck, OH 44128

Dear Mr. Smith:

I have enclosed my resume in response to your secondary Language Arts Teacher vacancy announcement on the Breck City School District website. I explored your website and was especially impressed with the level of technology incorporated in your secondary school classrooms and your exemplary English curriculum.

During the past several years, I have been preparing myself for a position as a teacher in an established school system, where I can apply my teaching, training, and administrative experience to manage and motivate a classroom of diverse students.

As a Student Teacher with Cleveland Municipal School District, I successfully taught literature, public speaking, creative writing, and poetry at the secondary level. I received my Bachelor of Science in Education in Secondary Education degree and my Integrated Language Arts Adolescent/Young Adult (Grade 7-12) licensure at Cleveland State University in May of 2006.

The enclosed materials provide an overview of my background, credentials and experience. I would like the opportunity to meet with you to discuss my qualifications and the ways I can contribute to the Breck City School District. I will contact you next Wednesday afternoon to confirm receipt of my application, resume and references and to schedule an appointment to meet in person.

Sincerely,

Adam Johnson

Adam Johnson

Enclosures: Application, Resume, References

Kelly Smith

2997 Euclid Avenue
Cleveland, OH 44125

(216) 765-8899
k.smith@aol.com

August 3, 2007

Mark Sherman, Superintendent
Cleveland City Schools
0123 Superior Avenue
Cleveland, OH 44112

Dear Mr. Sherman:

With the enclosed application and resume, I am officially applying for the First Grade teaching position currently available in your Cleveland City Schools District.

As you can see from my resume, I have recently earned my Bachelor of Science in Education degree at Cleveland State University and successfully completed my requirements for Early Childhood Grades PreK-3 Licensure. My Student Teaching assignment was to actively participate in a First Grade class at Sparks Elementary School introducing the Progressive Elementary Education Program, PEEP. I also developed and implemented a strong behavior management plan. In addition, I wrote and completed my own professional growth and career development guide. In my previous Practicum experience as a Second Grade Teacher, I performed with distinction in planning and implementing creative lessons, communicating with teaching professionals and parents, and working with the children.

I have expressed enthusiasm and commitment to working with children through my summer and part-time jobs while attending college. For four years, I was a nanny to a professional family and, in that capacity, I cared for three young children, ages 3, 5 and 7. It is an understatement to say that I refined my time management skills in that part-time job! I have also worked as an America Reads tutor sharing the gift of reading by working with elementary students in schools and libraries to enhance reading proficiency and enjoyment. From my experiences, I have learned to work effectively with individuals from diverse backgrounds.

If you can use a highly motivated young professional with unlimited personal initiative as well as strong personal qualities of dependability and trustworthiness, I encourage you to contact me to arrange a time when we might meet to discuss your needs. I can provide excellent personal and professional references, and I am eager to apply my strong teaching skills and true love for children in an academic institution which emphasizes hard work and a commitment to the highest learning goals.

Sincerely,

Kelly Smith

Kelly Smith

Enclosures: Application, Resume, References

Items to Include in your Teaching Portfolio for an INTERVIEW:

- Table of Contents
- Documentation of Credentials:
 - Praxis Test(s) verification and scores
 - Certification(s)/Licensure(s)
 - Official Transcripts
 - Professional Training Certificates
- Resume and Cover Letter
- List of References
- Statement of Philosophy
- Samples of your greatest Lesson Plans
- Classroom Photographs with Inspirational Quotes or Poetry
- Lesson Materials
- Exemplary Program Development Project/Unit Plan
- Behavior Management Plan
- Student Evaluations
- Supervisors' Evaluations
- Commendations/Awards/Honors
- Recommendation Letters

It's important to strategically introduce your portfolio during the interview – the first page or two must grab the interviewer's attention and convince him or her to review the rest. Using a portfolio is essential to the teacher/administrator job search, so if presented correctly, it can really make a favorable impression.

Know your resume and all other marketing documents in your portfolio inside and out. When you go into the interview, you don't want to fumble around looking for something: organizational skills sell. Try to remain in control of the portfolio, so you can properly show all relevant documents and materials to the interviewer(s). The odds of securing a job offer will increase if you have a dynamic portfolio and the other candidates don't.

You know how the saying goes: **you don't get a second chance to make a first impression!**

Sample Thank-You Letters



Thank-you letters must be written within 24 hours of your interview! Use these sample thank-you letters as a guide to write your own letter to the interviewer.

Note: This is your chance to mention anything helpful to your campaign that you did not have an opportunity to tell the employer during the interview. Be brief and precise.

19574 Delaware Road
Cleveland, OH 44212
February 8, 2005

James Smith, Principal
Cleveland Senior High School
4444 Euclid Avenue
Cleveland, OH 44115

Dear Mr. Smith:

Thank you for your time this morning. I was certainly impressed with the efficiency, friendliness, and overall climate of Cleveland Senior High School.

Now that you've told me more about your innovative Afterschool Programs, I feel my degree in Secondary English and two years of experience with Euclid City High School's Pilot Program should be of value to your students, school, and community.

I hope you will consider me favorably for the position of Secondary English Lead Teacher. I am excited about the possibility of becoming a member of the Cleveland Senior High School team.

Sincerely,

Steven B. Boyd

1010 Yourstreet Avenue
Cleveland, OH 44113
July 12, 2004

Mrs. Shannon Jones, Director of Personnel
Springfield City Schools
1234 Clover Drive
Cleveland, OH 44112

Dear Mrs. Jones:

Thank you for an interesting and informative interview on July 11, 2004. The position of Elementary Special Education (Mild/Moderate) Teacher with Springfield City Schools is of considerable interest to me, as I am most impressed with your district's mission and excellent growth record.

One point was not brought out in our interview that may be of interest to you. In my previous position with Wilson Elementary School, I developed, implemented, and presented Inclusion Training Programs to meet the district's requirements for Professional Development Seminars.

Again, thank you for your time and consideration. I am confident that I can make valuable contributions to your district's Special Education Program. I will look forward to hearing from you.

Sincerely,

Rose Smith



ONLINE REPUTATION MANAGEMENT

Job Seeker, Google Thyself!

By Brian Krueger, President of CollegeGrad.com

Have you **Googled** yourself lately? There is a **growing trend** in the number of employers who are **Googling** candidates and visiting the social-networking Internet sites **Facebook.com** and **MySpace.com** to research for additional information. The results may be surprising and might even pose a risk for job seekers--especially if the information found casts a negative light on the potential candidate.

Recruiters are searching to see what information is available on the internet that may add credibility to the candidate. These searches are often used to learn about additional candidate accomplishments and community recognitions not listed within the limited space of a resume. What is published and communicated online can dramatically affect your reputation both on- and offline.

BEWARE! In investigating for candidate achievements, other – potentially embarrassing – pages may be discovered. In the very public world of the Internet, millions of college students and web-savvy young adults maintain creative personal web pages within Internet social networking communities. Users create personal profiles that are sometimes questionable, and often include photographs, videos, or blogs on dating experiences, politics or musings on what really bugs them. Researchers estimate that 99% of **MySpace** and **Facebook** web pages are considered to contain inappropriate information, whether it be alcohol-related, profanity, unsuitable dress or illegal behavior. **Remember:** the Internet blurs the line between what is public and what is private.

ACTION PLAN: Job seekers need to take notice of their public Internet image. Candidates should take immediate action to investigate and clean up any personal Web sites they control. The next step is to Google their own information which may be located on other sites. If information (and – yikes! – photos) about an all night party is posted on someone else's site, usually a polite request for removal will suffice. You are encouraged to change Facebook and MySpace content to positively influence your current job search.



“Dusting Your Digital Dirt”

By Tory Johnson

Good Morning America featured a job seekers segment by Tory Johnson of Women for Hire “[Dusting Your Digital Dirt](#)” warning young job seekers that their personal blogs and online postings might be viewed by potential employers and that their words and photos could potentially derail their job prospects.

Corporations are **Googling** job candidates to learn more about them. They are finding that many of the questions that they cannot ask a candidate can be answered by visiting their personal blogs or forum posts. Some employers are finding risqué photos posted on personal web sites and social networks and posts that discuss drinking, political and social views, promiscuity and more. These online glimpses into a job candidate’s personal life and reputation can swing the tide in an employer’s decision making process.

So what should you do? Clean up your profiles, remove comments that might be taken the wrong way, block comments from your posts and keep your online reputation spotless. You shouldn't broadcast or share any information that you wouldn't want to share with your parents or spouse, or that you would be ashamed of should it appear on the front page of the newspaper. Don't post anything that you wouldn't want a client or potential employer to view.

Work to create a positive professional online reputation. A great way to boost your online reputation is to write and distribute well-written articles that provide sound business advice. Use professional online social networks like **LinkedIn** to post a professional profile that attracts business. Make it easy for potential clients and employers to form a positive impression of your character, accomplishments and professional qualifications.



CREDIT CHECK

How's your credit report? An increasing number of employers routinely scan credit reports on current and prospective employees to assist in deciding who's hired, fired, or promoted. Employers are also interested in other kinds of background checks, including identity verification and criminal histories. A background check can include credit history, past employers, education and military records, neighbor interviews, court and criminal records, and driving records.

Remember: an employer needs your permission to run a credit check.

✓ SUPPORT NETWORK CHECKLIST

Fill in the names of people who might help you in the list below. Specifically ask yourself: can this person help (provide information, introduce me to someone, offer advice, write a reference, etc.)?

Career Services Coordinator: _____

Former employers: _____

Former coworkers: _____

Present employer: _____

Friends: _____

Relatives: _____

Civic group members: _____

Professional association members: _____

Alumni group members: _____

Religious group members: _____

Clients: _____

Counselors/Advisors: _____

Teachers: _____

Clergy: _____

Neighbors: _____

Classmates: _____

Bankers: _____

Accountants: _____

Financial Planners: _____

Insurance agents: _____

Real estate agents: _____

Stockbrokers: _____

Salespeople: _____

Retail store owners: _____

Medical professionals: _____

Others: _____
