

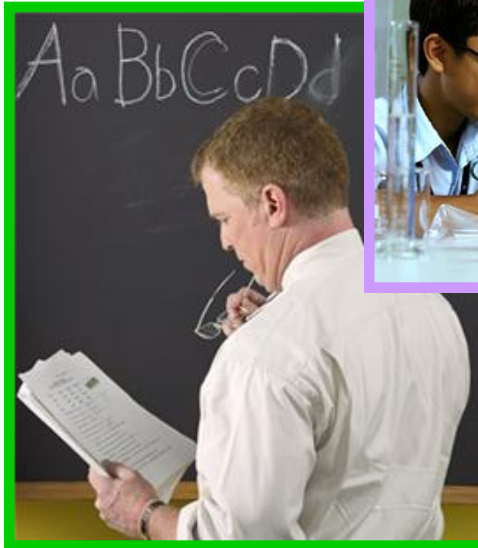
Graduating Seniors in Education

A Guide for Student-Teacher Candidates

2011-2012



Prepared by:
Vocatio Center for Life Calling and Career,
Union University



Dear Graduating Seniors,

Welcome to the Vocatio Center for Life Calling and Career! Because you are an education major seeking employment as a teacher, your job search will be different from students majoring in other areas. Aside from submitting a concise, organized, error-free résumé, you must also have a letter perfect application.

The purpose of the information in this packet is to provide you with guidelines to get you started in getting your résumé together. Your résumé must be designed to arouse an administrator's interest in meeting you -- not simply provide an autobiographical profile. Because of this, your résumé needs to be a persuasive, written advertisement which answers the question, "Why should I hire you?" Every statement must have a selling quality.

From our experience working with numerous administrators, one thing is certain: they are very busy people. If they are unable to find essential information quickly, or if they detect even a simple error, they are likely to put your résumé aside and begin to read one of several others.

Most of the information in this packet was collected from school administrators who hire teachers. Please consider this information to be strictly a guide. We are here to assist you in the process and to get to know you. We also want to invite you to visit our Vocatio Center and to make an appointment. Located in the Penick Building, the office is not an employment agency, but one that can function as a resource.

We look forward to working with you!

Sincerely,

Jacqueline Taylor, Assistant Dean of Students/
Director of Vocatio Center for
Life Calling and Career
jtaylor@uu.edu

Reneé Jones, Associate Director
of Recruitment & Information Technology
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Or, you may call the Vocatio Center at 731.661.5421

www.uu.edu/student-services/vocatiocenter password: lifecalling

Job Search Timetable

This checklist is designed to help most graduating students who are seeking teaching positions make the best use of their time as they conduct job searches. We encourage you to use this checklist in conjunction with the services and resources available from The Vocatio Resource Center.

August/September (12 months prior to employment)

- ___ Contact the Vocatio Center and ask about what events are being offered to help you in your search.
 - ___ Start to define career goals by determining the types, sizes, and geographic locations of school systems in which you have an interest.
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October (11 months prior to employment)

- ___ Start to identify references and ask them to prepare letters for your credential files.
 - ___ Make an appointment in the Vocatio Center with one of the directors to discuss your job-search plan.
-

November (10 months prior to employment)

- ___ Create a résumé and a basic cover letter.
 - ___ Network by contacting friends, faculty members, etc., to inform them of your career plans. If possible, give them a copy of your résumé.
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December/January (8-9 months prior to employment)

- ___ Finalize your résumé and make arrangements for it to be reproduced. You may want to get some tips on résumé reproduction from the Vocatio Center.
- ___ Attend any career planning workshops designed for education majors.
- ___ Use the directories available at the Vocatio Center to develop a list of school systems in which you have an interest.
- ___ Contact school systems to request application materials.
- ___ If applying to out-of-state school systems, contact the appropriate State Departments of Education to determine testing requirements.

February _____ Send completed applications to school systems, with a
(7 months prior _____ résumé and cover letter.
to employment) _____ Inquire about school systems which will be recruiting at the
Teacher Expo.

March/April _____ Research school systems with which you will be
(5-6 months prior _____ interviewing.
to employment) _____ Interview on campus and follow up with thank you letters.
_____ Continue to follow up by phone with school systems of
interest.
_____ Begin monitoring the job vacancy listings available at the Vocatio
Center.

May/August _____ Just before graduation, check to be sure you have your résumé on
(1-4 months prior _____ file in the Education Department.
to employment) _____ Maintain communication with your network of contacts.
_____ Revise your résumé and cover letter if necessary.
_____ Interview off campus and follow up with handwritten thank you
letters.
_____ If relocating away from campus, contact a college career
office in the area to which you are moving and inquire about
available services.
_____ Continue to monitor job vacancy listings and apply when
qualified and interested.
_____ Begin considering job offers. Ask for more time to consider
offers, if necessary.
_____ Accept the best job offer. Inform Vocatio Center and Assistant
Dean for Teacher Education and Accreditation of your acceptance.

How to Locate Your First Teaching Position

Dr. Thomas A. Kersten, Assistant Superintendent, Skokie School District #68, IL

The good news for prospective teachers is that the education job market is continuing to improve throughout much of the country. Increased student enrollments, primarily linked to the child-bearing age of baby boomers, aging faculties, and a continued shortage of teacher education majors, particularly in special education, science, mathematics, computer science, bilingual education, and library science have contributed to positive teacher employment prospects.

Furthermore, school administrators -- especially in non-suburban areas -- are placing a higher priority on teacher recruitment than they did just a few years ago. In fact, to identify the best candidates available, school districts are finding that they must be highly active teacher recruiters. In this economic downturn, candidates can struggle to find positions if they do not understand: how to go about the job search process, how school districts typically identify their candidate pools, and what they can do to make themselves more attractive candidates than their competitors.

Candidates should be aware that administrators traditionally employ up to four distinct strategies to identify candidates for interviews.

Flood the Market

The most common administrative strategy is to rely on a pool of unsolicited candidates who generally flood school districts with letters of application and résumés. In fact, because of the volume of unsolicited placement papers and subsequent pool of candidates generated, some districts rely solely on unsolicited candidates.

The message for teacher candidates is clear -- if they do not want to miss out on many local openings which are filled from district applicant files, they must employ the job search technique called "flooding the market."

To use this strategy effectively, candidates must identify a geographic area in which they would be willing to teach, and then send letters of interest, résumés, university credential files, and transcripts to each district. It is important not to underestimate the impact of a large geographic area which, when "flooded," increases a candidate's chances for an interview.

Candidates should not mail application materials to individual schools, but rather direct them to district central offices since superintendents normally centralize personnel functions in a single location. However, cover letters must be tailored to each district's needs.

This technique ensures candidates that their placement papers are available when personnel directors or principals go to the files to review credentials for specific openings.

It is also important to remember that this process is time consuming, and candidates should plan to begin in February or March to ensure that their paperwork is available for those early spring searches.

Respond to Advertisements

Another strategy employed by some administrators who want to maximize their pools of candidates is to place advertisements in university placement bulletins and local newspapers. School districts often use this technique when filling positions in teaching areas where there is a shortage of candidates or when the district wants to attract candidates from outside the immediate geographic area.

Many university newsletters are published weekly and are available to anyone interested in subscribing regardless of university affiliation.

Attend Job Fairs (UU Teacher Expo @ Union University-April 19, 2012)

A smaller percentage of school districts screen candidates at university- or association-sponsored job fairs. Candidates who want to increase their exposure to potential employers may want to find out when and where these fairs are held and how to register to attend.

The reason school districts recruit at job fairs is that these events are a simple way to meet a variety of candidates in a brief period of time. Potential employers generally meet with candidates for five to 15 minutes and make snap judgments about whether an individual is someone they would invite for a more formal interview.

Build a Network

The final strategy, networking, is used regularly by school district administrators. Often, they call fellow administrators or university directors of student teaching to ask for individual recommendations for teaching vacancies.

Employers are very interested in candidates whom others recommend because the weight of a personal recommendation is far more significant than a reference letter in a credential file. Not surprisingly, the personal recommendation of a well-respected principal or university instructor can be the key, which unlocks the interview door.

The logical teacher candidate question is what can you do to build a network and enhance your chances of standing out from the typical student teacher? Here are several practical suggestions.

Five Practical Ideas

Student teachers must make it a personal goal to be outstanding. By beginning student teaching prior to the required date, seeking the advice of veteran teachers, showing an interest in more than the required elements of student teaching, and making a point of getting to know the school administrators, candidates demonstrate initiative, determination, and commitment.

Summertime offers unique opportunities to work in positions related to teaching. Camp program supervision, tutoring, and park district instruction can help build networks and can be included as pluses on a résumé. Since new teachers have little experience to draw upon beyond that required for a degree program, such summer employment can enhance your candidacy.

Don't overlook the impact of membership in professional organizations. Principals are very interested in teachers who are lifelong learners and who regularly seek out professional growth opportunities. Joining professional organizations and attending workshops can show an interest in continued professional development and can help build a candidate's repertoire of the latest educational trends and practices.

Another opportunity to build a personal network is to participate in community service organizations. Principals and superintendents are traditionally active in such organizations, and by volunteering time and expertise, candidates enhance their informal networks.

It is of great importance to make positive impressions on the university student teaching supervisors. School districts frequently ask directors of student teaching to recommend their top three to six candidates for interviews. Being recognized by the university supervisor as a bright, talented, enthusiastic student teacher is a powerful recommendation.

Don't Hurt Your Chances

These job search strategies and practical suggestions can enhance your employment prospects and be quite effective in helping an individual stand out in the search process. However, there are things that candidates sometimes do which hurt their chances for success. **The following list of "don'ts" should help you avoid mistakes.**

1. Candidates should avoid calling potential employers and pressuring them for interviews. It is acceptable to call the personnel office to ensure that your paperwork has arrived and is in order, but calling principals and superintendents is inappropriate. Nothing turns off an administrator more than an overly aggressive candidate who appears impatient and intense.
2. It is also a mistake to ask a community member, parent, or school board member to pressure an employer for an interview. A call recommending a person or a solid letter of reference for the credential file is considered appropriate. **Using influential people to pressure employers may lead to an interview, but rarely does it lead to a job offer.**
3. Secretaries and other office personnel generally carry more weight with principals than candidates realize. Prospective teachers sometimes do not understand how much influence office personnel have with their supervisors. By being polite, courteous, and upbeat during phone conversations or other contacts with office personnel, candidates can only help themselves. By appearing demanding, cold, or condescending, applicants may be left wondering why they were never invited for interviews even though they had excellent experiences and credentials.
4. Too often, prospective teachers do not prepare immaculate and thorough placement papers. Sloppy, poorly structured, and wordy cover letters and résumés can rule out candidates before the screening interview phase. A good strategy is to make an appointment with Vocatio Center staff or with a respected school administrator, and ask them to review your letter of interest, résumé, and credential file.
5. Finally, candidates should avoid out-of-the-norm strategies. Résumés that appear overly cutesy or videotapes, which present a bland appearance, can actually reduce a candidate's chances for an interview. For the most part, school districts are looking for bright, mature, up-to-date teachers who desire to lead and excel, and who present a solid, professional image.

The teacher job search process can be time consuming but also exhilarating. If candidates understand not only how districts find prospective teachers, but also what they as applicants can do to stand out in the candidate pool, the search for a position can be both satisfying and successful.

Components of an Educational Résumé

HEADING Order is very important in an educational résumé so that the administrators can easily find what they are looking for. Make it easy for them to contact you. If you will be applying for jobs while still in school, list two addresses: your present and permanent. Include a date by your present address to indicate when you will be moving. Telephone numbers are extremely important, and please, get an answering machine or set up voicemail on your cell! Administrators have been known to call on weekends and evenings! If you are accessible by the Internet, by all means include that address. By doing so, it conveys that you have up-to-date technology skills. So, please include your email address as well.

OBJECTIVE How important is a professional profile and educational objective? More than two out of three (68%) surveyed administrators recommend that objectives be included. Indicate a brief (1-3 lines), focused educational objective. Avoid general statements such as, “‘position as a teacher’ or ‘position utilizing my education and experience.’ ” Focused objectives such as “‘K-3 teaching position’ or ‘middle school math teaching position’ ” are more appropriate. The profile should highlight your strengths, skills, abilities, and even character. Your objective should indicate the subject and/or grade level you prefer. This will help the administrator determine if your interests line up with the position available before they read your entire résumé.

EDUCATION Administrators need to know where you graduated from and your date of graduation. Start with your highest or most recent degree and work back from there. **Being a Union graduate is definitely an advantage!** If you have attended a college prior to coming to Union, list it after your Union degree. *You do not need to list what high school you attended, unless you are going back to your hometown to get a teaching position.* Make sure you include any of your minors, specializations, or certifications, including Cardio Pulmonary Resuscitation (CPR). Also, if your GPA is above a 3.0 on a 4.0 scale include it; otherwise, leave it off. Don't forget to figure your GPA in your major. That may be higher than your overall GPA.

TEACHING EXPERIENCE For the educational résumé, this category will be one of the most important to an administrator. This is where you will include any paid or unpaid teaching positions you have held, as well as any student teaching and field experiences. Use titles and brief descriptions; emphasize your own philosophy, style, or approach.

Use power phrases to describe teaching experiences. For example:

DULL

Taught all subjects in 3rd grade

Was responsible for teaching physical education to K-6 students

POWER PHRASE

3rd grade: Instructed all subjects incorporating Madeline Hunter lessons design, Math Their Way, Thematic Teaching Models, and teacher enveloped learning centers. Strong emphasis on thinking skills and parental involvement. Developed curricula for and conducted K-6 classes in physical education. Activities included development of cognitive, psychomotor, and affective domains.

REFERENCES Make it easy for administrators to contact your references. Include at least four of them on a separate sheet, and make sure they will be willing to serve as “telephone” references. Include your cooperating teacher, college supervisor, past or present employer, and/or one “character” reference, perhaps a family friend or minister. Indicate their title with work and home phone numbers as well as email addresses. Be certain you ask these individuals if they will be willing to serve as references. Don’t let them get a surprise telephone call from an administrator asking about you!

OTHER POSSIBLE CATEGORIES Based upon your own background, you may choose to add one or two more categories to highlight meaningful experiences. Be careful not to include too many.

Here are a few examples that administrators recommend:

- honors
- recognitions
- mission trips
- awards
- activities or volunteerism
- professional enrichment
- professional organizations
- research and presentations
- coaching experience
- foreign language
- special training
- travel

RÉSUMÉ REPRODUCTION Make certain you have someone who can proofread your résumé! Don’t try to get all of your experience to fit on one piece of paper -- you have accomplished a lot in a short time, and you should be proud of it!

USE OF SPACE AND HIGHLIGHTS

Be sure your résumé is not cluttered or crowded. To emphasize categories and your name use **large fonts (24 pt.)**. Use **bold** print also. Try to use different symbols · * + - , and underline important headings. Just be careful not to overuse such techniques. This can be distracting to the reader if overdone.

PAPER

Paper quality is extremely important and tells about you with a single glance. Purchase high quality 8 1/2 x 11 paper to use with good bond, 20 pounds and 25% cotton. You may use a color -- light pink, slate blue, pale ivory. Colors show up on principal’s desks, and you need to be noticed! You may purchase paper at any office supply store as well as some of the well-known discount chains. Purchase extra sheets of matching paper to use for cover letters and thank you notes.

AMOUNT

If you have access to a computer, run each résumé off when you need one. Try not to have multiples printed, as you may want to tailor your résumé to emphasize certain things to fit the needs of the school district to which you are applying.

After you have finished your résumé and sent it through spell check, compare it to the attached résumé checklist and have someone else proofread it! Submit your copy to the Vocatio Center office staff for their approval!

Letters of Recommendation

As you progress through your job search, you will undoubtedly need letters of recommendation. Employers will request them, and you will need them as you establish a placement file.

The Family Educational Rights and Privacy Act of 1974 (FERPA) gives you the choice of an open placement file, or a closed one. With an open file, you can review the letters of recommendation; with a closed file, you cannot.

Requesting Letters

- Ask in person. Be sure that your request for a letter is not perceived as a demand, and be prepared to take “no” for an answer.
- Ask if your reference will write a favorable letter. If the answer is no, you might want to ask another person.
- Ask if your reference will be able to write a detailed letter. If the person does not know you well enough to be specific, the letter will do you little good.

Your Responsibilities

- Allow ample time (at least two weeks) for your reference to write the letter, and be sure to provide any relevant forms and instructions. Remember that professors, supervising teachers, and employers are asked to write many letters, especially during the spring term.
- Put any materials you give your reference in a large envelope labeled with your name, address, and phone number so they can be kept together easily.
- Highlight any important or unusual instructions.
- Include the person, school, and mailing and email addresses to whom the letter should be sent, and indicate the deadline.
- Give your reference a copy of your résumé and a statement of your goals. Also include information about your activities, especially leadership positions and awards.
- Provide stamped, correctly addressed envelopes for each letter.

Following Up

- Check with your references a few days before the deadline to make sure the letter has been completed and mailed.
- Write thank you notes to your references to let them know that you appreciate their time and effort.

***Adapted from information prepared by Dr. Dawn O. Braithwaite, Assistant Professor of Speech Communication, University of Minnesota – Morris.

Job Interviews for Teacher Candidates

Don't Worry! Be Prepared!

Loretta Slepikas, Former Director of Career Planning and Placement, Southern Oregon State College

Student teachers learn the value of preparing lesson plans that have to be presented before eager and apathetic students, as well as supportive and critical teachers. Those lesson plans are also critiqued extensively. As a candidate for that first teaching job, you already have had experiences with two essential ingredients of the job interview: preparation and evaluation. The evaluation of your interview is up to the interviewer, but that evaluation will be determined by how well you prepare for the interview.

There are four areas of interview preparation that demand attention: the school district, the community, the type of interview, and yourself.

Research the School District

What does their public relations literature say about the district? What is the funding base of the district? Who makes the decisions in the district? How large are the classes? What are the facilities like? What is the curriculum? Who is on the school board? To what extent are the parents involved in the school?

< ***TIP***

Read as much school district literature as you can to help answer some of the above questions and write down a list of questions you have regarding the district. Save the list. Even if you do not have pre-interview access to specific district information, brainstorm a list of questions you need to ask.

Research the Community

What is the community like? Who are the community leaders? What does the community think of the school district? What kind of financial and volunteer support does the community give to the schools?

< ***TIP***

If possible, read current and back issues of the local newspaper. The articles will inform you about activities and issues in the school district and the philosophy of school board members as well as the various kinds of support and opposition you can expect from the community. Check out the school's website for up-to-date information.

Research the Type of Interview the District Prefers

Some districts use an informal, unstructured interview in which the personnel director speaks with a candidate. Other districts use highly structured interviews, give written tests to candidates, interview several candidates together, and/or have a panel of interviewers grade the candidates according to a point system. It is to your advantage to know what type of interview the district with which you have an interview uses so you will not be surprised (or shocked). [See "Notes on Types of Interviews."]

< ***TIP***

It is appropriate and smart to ask the school district secretary what type of interview the district uses and who will be doing the interview. If the interview is to be held in a college placement center, ask the placement staff what you can expect. People want you to succeed and will share information that may help you. All you have to do is ask!

Research Yourself

Why do you choose teaching? What are the special qualities you will bring to the classroom? What are your accomplishments, your strengths, your goals for the future, and your philosophy of education?

< **TIP**

Write a list of your top ten accomplishments. Write another list of your strengths and skills (especially as they relate to teaching). Write a third list of all your life experiences (volunteering with Special Olympics, riding a bike in New Zealand, working at a summer camp) that make you special. Save the lists. Review those lists until you have memorized them.

As the Interview Nears

You have read the school district literature and local newspapers, found out about the type of interview the district gives, and pondered important questions about yourself. You are feeling somewhat confident and content. Lucky is the classroom that gets you as their teacher next fall!

As you approach count-down to the interview however, your confidence level ebbs as your stress level rises. Tension mounts as the zero hour advances. What useful things can you do to control the jitters?

1. Remember that you have already done the most important thing -- you have spent hours preparing for the interview. That knowledge is guaranteed to reinforce your self confidence.
2. Put that stress in perspective. All performers -- musicians, actors, dancers, lecturers, athletes, teachers -- experience stress before an important event. Stress can even work to your benefit by giving you an adrenaline edge during the interview itself.
3. Visualize. There is nothing magical about visualizing -- think of it as daydreaming about what a great impression you are going to make with the interviewers. Visualize answering questions succinctly and clearly; looking and behaving professionally, confidently, enthusiastically, and relaxed. Athletes have perfected the art of visualizing to strengthen their effectiveness.
4. Keep a positive attitude! During the interview, you are checking out the school district as much as they are checking you out. This district may seem like the ideal and only place you want to begin your teaching career. Keep an open mind. Look for the right match between the district and you. Sometimes the dream job was the second or third choice on your original priority list. Sometimes it wasn't even on the priority list!
5. Forget the interview horror stories employed people now eagerly share with you. You will not take the wrong freeway exit and drive 40 miles the wrong way as Jane did; you will not spill cranberry juice all over your new beige suit as Tom did; you will not have a flat tire on the way to the interview as Sam did; you will not. They weren't prepared; you are!

Communication During the Interview

What and how you communicate during the interview determines whether or not that job offer will be yours.

Verbal Communication

The questions you address during the interview help the interviewers decide if you are the right person for the job opening. You will expect some of the questions, others may be surprises. To keep surprises at a minimum, anticipate answering several kinds of questions.

Some questions may be a bit threatening if you are not prepared for them. Let's examine one about your strengths and weaknesses. Most of us can talk about our weaknesses at length and simultaneously draw a blank when it comes to specifying our strengths. When an interviewer asks about a weakness, keep in mind that the weakness you choose is to be work-related. Take something that is real for you and be prepared to discuss it.

Find a neutral weakness such as time management that you can talk about in this fashion. "I have a tendency to get over-committed to projects I care about, and sometimes getting too involved results in my not being able to get everything done as well as I want. Sometimes my school work suffers and I end up not getting the grades I want. A favorite teacher advised me to examine my commitments, and I did. This year I have learned to say 'no' to a few things. I now have more time for the project I said 'yes' to, and my grades are better."

< **TIP**

Never say you don't have a weakness. No one will believe you. When you are able to discuss a weakness as in the example above, you are letting the interviewer know you have self-awareness, can accept criticism, and are willing to work on improving yourself. Weaknesses become strengths in the interviewer's perception.

Strengths

Anticipate this question with enthusiasm. The interviewer has no time for false modesty. You have 30 - 60 minutes to convince the interviewer that you are the right person to teach in the district. Remember the lists you wrote and memorized? This is your moment to explain in detail exactly what you have accomplished and how these accomplishments will enhance your teaching. A balance of confidence with humility is key!

< **TIP**

The accomplishments ought to be truthful. Interviewers are impressed by students who work their way through college; those who volunteer their time singing in a community choir, driving meals to shut-in elderly folk, organizing a children's theater group, serving as an officer in a college organization; and students who are involved in athletics (intercollegiate, intramural, or individual). Something important to you will be important to interviewers.

Nonverbal Communication

Interviewers typically judge job candidates favorably or not within 90 seconds after meeting them. Many of those first impressions are based on nonverbal communication.

Be on Time

Allow plenty of time to locate the school, find a parking space, and make a restroom stop before your scheduled interview time. Plan to be 15 minutes early.

< **TIP**

Make a trial run to see how long it really takes and where parking spaces are. Do the buses really run on time? Is there construction that may slow you down? Allow for traffic jams.

Dress Appropriately

The dress code for teachers is less formal than some other professions. However, appropriate apparel is required for the interview. Invest in a quality interview outfit that looks and feels good on you. School districts prefer conservative clothes (save trendy styles for after you get the job) on candidates who are exquisitely groomed.

< **TIP**

Clothing may not have been your number one priority while you were in college so you may feel a little out of touch with appropriate interview dress. Department stores have sales persons trained to help you choose clothes in flattering colors that look good on you and that you can afford. Clothing is a serious part of your getting-a-job campaign.

Maintain Eye Contact

Keeping steady eye contact with the interviewers indicates that you are confident and trustworthy.

< **TIP**

If you are a shy person who has trouble looking people in the eye, practice doing so in front of a mirror or with friends. It gets easier with time. Your chances of having a successful interview diminish if you cannot maintain eye contact.

Listen to the Questions Before Answering

Sometimes interviewers ask questions requiring simple answers. Because you are nervous about the interview, you may give a ten-minute response instead of a more appropriate 30-second response. Make sure you monitor your time for answers; do not exceed two minutes.

< **TIP**

Try not to analyze the interviewer's question. If you don't understand what the interviewer wants, ask, "Ms. Jones, am I correct in understanding that you want to know _____?" Slow down. Take a deep breath. Listen.

Use Silence to your Benefit

What happens when you think you answered a question appropriately and the interviewer looks at you and remains silent? If you are like most people you will be tempted to think you made a mistake and want to change your answer. Resist that temptation! Assumptions about the interviewer's silence will only increase your tension and those assumptions may be wrong. Perhaps the interviewer is pondering your excellent answer. Perhaps the interviewer is tired (interviewing is hard, demanding work and if your appointment is in the afternoon . . .) and cannot think of another question at the moment. Perhaps the interviewer is testing you to see how you handle a stressful situation.

< **TIP**

Use the silent treatment to your benefit. Let a few seconds go by, then ask the interviewer a question about the district (compiled from your research). You have just turned a stressful situation into one in which you exhibited your confidence and thorough preparation.

Beyond the Interview

At the close of the interview extend a firm (not crumpling) hand to the interviewer. Clarify timelines and any follow-up action or documents needed. Thank him/her for the interview and reiterate your enthusiasm about the district and the opportunity to teach there.

Within 24 hours of the interview, write a thank you note to the interviewer and explain again how much you would like to join the staff in that district. Even if you don't get the job, you want to be remembered for being well prepared, confident, and professional.

Don't worry! Be prepared!

Practice Makes Perfect

Sample Interview Questions from Both Sides of the Desk

C. Bruce Johnston, Counselor, College of the Siskiyous, CA

Michael A. Morehead, Professor of Education, Emporia State University, KS

Carter Burns, Associate Professor of Education, Emporia State University, KS

All of the articles which you have read so far have offered practical advice about the steps you can take to enhance your chances of being invited for interviews by the districts in which you are interested. We now turn to the interview itself, and look at questions which interviewers frequently ask teacher candidates, and questions which candidates should be prepared to ask members of the interviewing team.

Interviewers Are Paid to Ask Questions!

The following questions were gathered from school hiring officials, and are representative of those that you are likely to encounter as you interview for teaching positions.

Practice answering some of these questions with a friend so that you can become skilled at communicating your teaching skills and strengths.

Motivation / Experience / Training

Tell us about yourself.

Why did you enter the field of teaching?

What experiences have you had related to teaching?

What qualities do you have that make you an effective teacher?

What grade levels or subjects do you prefer to teach?

Have you taught or are you interested in teaching combination classes?

Do you have experience with special education students?

Why do you want to teach in our school district?

Do you have (multicultural, urban, learning disabilities) teaching experience?

What do you remember most about your own education?

Teaching Effectiveness

How do you meet the range of skills and needs commonly present in a classroom?

When do you use an individual, group, and/or whole class teaching approach? Why?

Let's imagine we are going to observe a teacher teaching a lesson. I tell you in advance to expect a superb lesson. What would you expect to see in that lesson?

If a teacher wants to be sure pupils will learn a skill to be taught, what should he/she be sure to do when teaching?

How do you diagnose your students' needs?

How do you make sure your lessons are taught at the correct level?

How do you stimulate active participation in the classroom?

How would you use parents in the classroom?

Teacher Planning / Preparation

What kinds of planning do you see a teacher doing?

How do you plan for a year? A week? A day?

How do you know what you will cover?

What types of resource materials do you like to use?

Classroom Management / Discipline

What are some characteristics of a well-managed classroom?

Talk to us about classroom control.

What discipline methods work for you?

What is your primary goal with student discipline?

What are some examples of rules you would have in your classroom?

How would you be sure your rules are carried out?

How much responsibility for their learning do you feel students should take?

Are you a "let 'em go to the pencil sharpener whenever they want" type of person or a "raise your hand and ask permission" type of person?

What types of rewards and consequences would you use?

Describe your most difficult student discipline situation and how you handled it.

Staff Development / Professional Growth

What do you see yourself doing over the course of the next several years to improve your abilities as a professional?

What professional development topics most interest you?

Staff Rapport / Relationships

As a teacher new to a school, what would you see yourself doing to contribute to healthy staff relationships and to become part of the staff?

What should a principal expect from teachers?

What should teachers expect from the principal?

Grading Systems

What grading system works for you?

Under what conditions, if any, would most of your pupils receive D's and F's? How and why could this happen?

Closing Comments / Questions

What additional talents and skills do you have?

What extracurricular activities can you supervise?

Do you have questions or additional comments for us?

Candidates Must Be Prepared to Ask Questions, Too

Many articles and books have been written about the "art" of interviewing, but few writers discuss the types of questions teacher candidates should ask the interviewers. For example, by using appropriate questions, teachers will not allow a weak interviewer or interviewing committee to conduct a poor interview. By asking pertinent and intelligent questions, a teacher tells the administrator or committee several things. First, the choice of questions lets the interviewer know whether or not the applicant understands fundamental issues related to teaching. Second, the questions also indicate whether or not the teacher is familiar with different issues related to non-teaching responsibilities.

How and what the prospective teacher asks can indicate whether the applicant is seriously interested in teaching students, or is just interested in the benefits of the job such as number of days off or sick leave policies. You should be mentally prepared to ask questions, and have several questions in mind prior to your interviews. The questions will be easy to remember if you catalog them into three areas:

Instructional Strategies

1. Which grades are responsible for what topics?
2. Who has the responsibility for a particular topic?
3. May I have a copy of the scope and sequence?
4. Tell me about supervision visits.
5. How does the administration work with teachers to improve instruction?
6. Are there school psychologists, counselors, or public agencies who help students and teachers?
7. What types of media resources are available?
8. How is the budget for the academic program developed?
9. What textbooks do you use in this subject area?
10. Describe the district's textbook adoption policies.
11. What is the reason the position is available? (enrollment increase, retirement, resignation, etc.)
12. Number and type of teaching preparations (i.e., self-contained classes or team-taught classes)
13. What other instructional assignments are available? (i.e., coaching)
14. What are the starting and ending dates of employment?

Staff / Students / Community

15. How would you describe the typical professional staff member in this district?
16. What professional skills do you expect of the person you hire?
17. Does the staff spend time together outside of normal school hours?
18. How does the staff feel about new teachers?
19. How active are teachers in working with community organizations?
20. Tell me about the students who attend this school.
21. How involved are parents in school activities?
22. What do parents expect of their teachers?

Extracurricular Responsibilities

23. What is the budget for this activity?
24. What does the community expect of activity sponsors?
25. Are there auxiliary groups involved in the activity?
26. Are there fund-raising requirements that are part of this activity?
27. May I have a copy of this year's activity calendar?
28. Are other faculty members also assigned to this activity?

Objectives of The Prospective Teacher's Interview

You are interviewing the principals as much as they are evaluating you.

(Principals select both a time and a day that will be convenient for them and that will also place the school in a favorable light.) Try to arrange an interview time which will permit you to see the school when students are present.

If school is not in session at the time of the interview, ask for permission to visit the school at another time so that you can actually see the type of students with whom you might work.

Try to find out as much as you can about the school and the school district before you even set foot in the building. Purchase a local newspaper; call the central office of the school district, and ask some questions about enrollment, test scores, class size, and student activities.

Decide on what you should wear.

Your dress should be a statement about yourself. You should be very comfortable and yet professional.

Give yourself plenty of time to get to the interview.

If possible, make a trial run. Scout out the building and the grounds in an attempt to accumulate as much information about the school as you can.

Remember that the interview itself is a two-way proposition; you are interviewing as much as being interviewed.

Be alert and well relaxed. If you are nervous during the beginning; engage in small talk, and be complimentary of the school, the grounds, the office, the secretary, or anything else that can get the focus away from you for a moment.

Don't be alarmed when a series of questions are asked or when an evaluation checklist is presented.

Be prepared to be asked about your educational background. The principal is more interested in how you respond than in the substance of your comment. Smiling will help your self-confidence come through. Questions about your teaching style, your control of students, and your philosophy of teaching may be asked. New teachers may acknowledge that they are still experimenting with style. Speak of employing a variety of classroom activities in an effort to meet the needs of many types of learners.

Anticipate the close of the interview; you want to end the interview on an upbeat note.

1. Demonstrate that you have identifiable professional goals.
2. Ask questions about the community.
3. If you feel you want the job, let the principal know in an indirect way that you want the job.
4. A few days after the interview, send a letter of appreciation for being interviewed and your continued interest in the position.

Take notes on the interview and the school after you leave in order to put the interview in perspective. (List impressions; list strong and weak points/pros and cons)

Ten Questions in the interviews were identified by first-year teachers as being the most difficult:

1. What is your philosophy of education?
2. What if.....?
3. How would you set up a program in your major teaching area?
4. What are your weaknesses?
5. Define the role of the principal.
6. Describe yourself using five adjectives.
7. How do you handle discipline in your classroom?
8. Do you want students to like you?
9. Describe in detail a lesson you taught.
10. What are your strengths?

HOW TO PREPARE FOR THE SUCCESSFUL INTERVIEW

Before the Interview

- Double check the scheduled interview appointment time.
- Know the interviewer's full name, correct pronunciation, and title.
- Obtain information about the school system before your interview.
- Prepare several questions to ask during the interview to help you learn more about the position and the school district.
- Prepare extra copies of your résumé, examples of your work, transcripts and certificates.
- Take along a leather portfolio with a nice pen and paper for note taking.

Day of the Interview

- Dress in formal professional business attire.
- Arrive for interview 10-15 minutes ahead of time.

During the Interview: *Behaviors and Attitudes*

- Greet the interviewer with a firm handshake and a smile and look into his eyes.
- Project a positive attitude and enthusiasm for the interview opportunity.
- Wait until invited to take a seat.
- Be yourself and smile authentically during appropriate times throughout the interview.
- Do not be in a hurry. Take time to think before you speak.
- Sit comfortably, but be composed.
- Respond concisely, truthfully, and in a friendly manner.
- Try to relax and use deep breathing techniques as a comforter.
- Look at the interviewer when speaking; maintain good eye contact.
- Answer the question that was asked; don't veer off course.

Tips for Writing Thank-You Notes

Paper and Envelope: Use a good quality note paper and matching envelope. This can be the same paper, which you used for your résumé.

Typed vs. Handwritten: Handwritten notes are preferable unless your handwriting is illegible or sloppy. If so, type them.

Salutation: Unless you already know the person you are thanking, don't use their first name. Write "Dear Mrs. Pam Smith:" or "Dear Mrs. Smith:" rather than "Dear Pam,". Include the date.

The Note Itself: Keep it short and friendly. This is not the place to write "The reason you should hire me is..." Remember, the note is a thank-you for what **they** did, not a hard-sell pitch for what you want. As appropriate, be specific about when you will next contact them. If you plan to meet with them soon, still send a note saying you look forward to the meeting and thank you for the appointment.

Your Signature: Use your first and last name. Avoid initials and make your signature legible.

When to Send It: Write and send your note no later than 24 hours after you make your contact. Ideally, you should write it immediately after the contact while the details are still fresh in your mind. Always send a note after an interview, even if things did not go well. It can't hurt.

The Professional Teaching Portfolio

A Useful Tool for An Effective Job Search

Donovan Cook, Coordinator of Student Field Experiences
Jeanne Kessler, Director of Placement, Washburn University, KS

Artists, actors, architects, and journalists use portfolios to showcase their work. A professional *teaching* portfolio is an organized collection of documents, letters, papers, and pictures that lauds your personal and professional achievements in a compact, concrete way. It can be used as a tool, which, in addition to your credentials, will allow you to market yourself effectively. The creative content of your teaching portfolio is restricted only by your imagination.

Creating a Professional Teaching Portfolio

A professional teaching portfolio offers you, the beginning teacher, a means of presenting your case creatively. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those included in your credential file and provided by your placement office.

Your portfolio is a very personal advertisement. If it is properly arranged, it will say much more about who you are and what you have to offer than your résumé ever can. You also have the option to change your portfolio at any time to suit the specific demands of a particular school system or jobs within the system.

The Best Time to Present Your Portfolio

According to school recruitment personnel, the optimal time to present your portfolio is during the follow-up interview with the building principal. The follow-up interview, rather than the initial interview, is an opportune time to present a more full and complete accounting of what you have to offer. You should try to recognize an appropriate opportunity to share your portfolio during this interview, but remember, you should offer, but not push.

Setting Up Your Portfolio

At the end of each semester, evaluate all of your activities and accomplishments, special training and workshops, and choose the best and most appropriate representations to include in your "keep file." Be selective; don't pick items just to "pad" your file.

Organize the items in a way that provides a picture of you at your best. With no set format to follow, you have considerable latitude in constructing your portfolio.

Highlight your accomplishments. In describing them, use concise statements. For the recruiter's sake, make brevity the key.

Use a three-ring binder as a collection place for your portfolio pieces. The binder keeps everything together, is clean looking, easy to handle, and items are consistent in size.

Helpful Suggestion

Include photo or slide enlargements. Copy centers can provide 8" X 10" enlargements of photos or slides for as little as \$1.95 each. Use photos of bulletin boards, special projects, extra-curricular activities, or art work. An additional plus: you don't have to carry your originals around!

Portfolio Contents

Staffing needs in school systems will vary, and you should pay attention to subject and grade level requirements for each school, then tailor your portfolio accordingly.

Here is a checklist of suggested documents to assist you in preparing your own portfolio. Be prepared to discuss any item you include.

- < Table of Contents
- < Résumé
- < State Certification document
- < Letters of recommendation (other than those in your credential file)
- < Official Transcripts
- < National Teacher Exam results
- < Student teaching evaluations from cooperating teachers
- < Student teaching evaluation from your university supervisor
- < Evidence of field work
- < Pupil evaluations
- < A teaching unit
- < Examples of original lesson plans
- < A test you created
- < Photos of teaching experiences, including school settings, learning centers, bulletin boards, etc., with brief descriptions
- < A videotape of your best lesson
- < A learning activity packet
- < Evidence of involvement in extra-curricular activities
- < Documentation of honors or awards
- < Other subject-specific documents
- < A shadow or case study of a student

Portfolios are used in several state teacher evaluation systems, and the National Board for Professional Teaching Standards has advocated teacher portfolios as a means of examining a teacher's work.

CREDENTIALS

During your job search, a school district may ask for your credentials. What they are looking for is the documentation of your training and skills as a teacher, in particular, your references, transcript(s), and certificate(s).

“Must-have” documents in your credentials:

1. Résumé

The Vocatio Center staff can help you refine your résumé. Just ask!

2. Letters of Recommendation

We recommend three to five current letters from people who have seen you teaching or working with young people. Beginning teachers, ask your cooperating teacher, supervisor of student teaching, principal, or anyone who has seen you working with children/teens.

3. Copy of official **transcript** (available from the Registrar’s Office). The cost is \$3.00 to pick up, \$5.00 to mail and FAX.
4. A copy of your **certificate**.

Additional items you may want to add to your file:

Statement of your teaching philosophy.

Sample lesson or unit plan.

Evaluation of your teaching.

EDUCATION JOB SEARCH RESOURCES

www.academploy.com Lists teaching jobs from across the U.S. Limited, but it's a start.

www.careerpath.com Search newspaper employment ads from 90 U.S. cities.

www.educationworld.com/jobs/ Education Career Center for Teachers across the world.

www.K12Jobs.com Teaching Jobs & Administrative School Positions at Public/Private Institutions

www.nationjob.com/education More Jobs in More Communities, search for Teacher/Educator

www.teacherjobs.com This site works with a variety of K-12 schools (public, charter, private, and religious in urban, suburban and rural areas)

www.asd.com American School Directory, includes a page for each of America's 106,000 K-12 schools. Searchable database includes number of students, number of homerooms, grades, phone and fax numbers, school calendars, administrators, and even a local street map.

www.k-12.state.tn.us/sde Directory of Tennessee schools by district.

www.higheredjobs.com Listings of positions in Higher Education

www.teachers-teachers.com Search through job postings and email your application to hiring schools or post your application and wait for recruiters to find and contact you

**For more Internet Resources for Education, please visit the Vocatio Center web site at www.uu.edu/student-services/vocatiocenter and click on Online Resources.*

SAMPLES

Cover Letters
Résumés
Thank You Letters

Starla Price

Current: UU 1111 • 1050 Union University Dr. • Jackson, TN 38305 • **Permanent:** PO Box 2323 • Barbourville, KY 40906 •
Phone: 555-627-1234 • **E-mail:** s.price@gmail.com

Profile

Seeking position as high school English as a Second Language (ESL) teacher. Enthusiastic individual with a passion for developing young minds. Committed, hard worker who takes initiative and completes the job. Well rounded and inquisitive with varied multicultural experience. Responsible and caring member of the community.

Education

Union University, Jackson, TN

Bachelor of Arts in Teaching English as a Second Language, May 2012

Minors: Education, Intercultural Studies

Major and Minors GPA: 4.0; **Cumulative GPA:** 3.97

Certifications: CPR, AED, First-Aid Certified

Philosophy of Education

My approach to the classroom will be marked by purposeful attention to my own performance and to the needs of my students. I will be intentional by first being reflective and thoughtful. I will be flexible and creative as I plan and practice my lessons. My approach to the students will be personalized based on my observations of them and their contributions to student-motivated learning. I will be a firm disciplinarian who makes frequent use of positive reinforcement based on a clear, defined set of expectations. I will assess myself with standards of enthusiasm and creativity and evaluate my students' needs based on my observations in the classroom.

Professional Experience

Private Tutor, 2009 – present (seasonal)

Self-Employed, Jackson, TN

Responsible for actively engaging an upper elementary student with his homework and aiding in test prep; Exhibit positive attitude and thorough preparation

Peer Tutor, Spring 2011, Present

Union University, Jackson, TN

Provided inquiry-based tutoring with the goal of creating independent learners; Adapted quickly to learner's needs throughout session

Student Teacher, Fall 2011

Bells Elementary School, Bells, TN; Northside High School, Jackson, TN

Assumed responsibilities of classroom teacher in stages; Received regular feedback and conducted interviews concerning philosophy of teaching and classroom management with practicing teachers

Upward Bound Tutor/Counselor, Summer 2011

Union College, Barbourville, TN

Provided academic support to 60 high school students in class and in tutoring time; Provided supplemental instruction in small group setting; Organized educational extra-curricular activities

Primary Instructor, 2008

Life Action Ministries, Bearden Family

Served as primary education provider for a 9th grader, a 6th grader, and a 2nd grader; Organized and facilitated various curricula; Developed a Texas History course

Additional Work Experience

Summit Summer Staff, Summer 2011

Summit Ministries, Manitou Springs, CO

Planned and facilitated meaningful, small group times and outside interactions with groups of high school girls; Enthusiastically prepared and served evening meals

Additional Work Experience (cont'd)

Photo Staff, 2010–2011

Union University, Jackson, TN

Produced creative, thoughtful images on a deadline; Photographs used for university publicity and newspaper; Positively engaged a variety of people in numerous contexts

Employee, 2009–2010

Jimmy John's Gourmet Sandwich Shop, Jackson, TN

Responsible for quick and accurate preparation of customers orders; Positive and enthusiastic interactions with customers; Expected to take initiative in extraneous responsibilities

Sales Associate, 2008–2010

Lorene's Hallmark, Barbourville, KY

Assisted customers with questions; Interacted positively during high-volume sales period; Opened and closed store; Worked well at register and offered efficient cash management

Union Connected Representative, 2009

Office of University Relations, Union University, Jackson, TN

Represented Union University to alumni via telephone; Responsible for positive interactions; Fundraising for Union's Annual Fund making 20-30 cold calls per 3-hour shift

Honors/Leadership/Professional Affiliations

Alpha Chi Honor Society, *Union University*, Top 10% upperclassmen and graduate students

President's List, *Union University*, maintained 4.0 GPA

Small Group Facilitator, *College Ministry, First Baptist Church Humboldt*

Dean's Scholar Award, *Union University*, $\frac{3}{4}$ tuition, Academic Scholarship

Student Government Association, 2008-2009, Senate representative for Life139

Summit Ministries, 2007, Completed a two-week intensive worldview course, received Excellence Award

National Society of High School Scholars, international honors society for high-achieving students

Student Leadership University, 2005-2006

Completed two, one-week leadership training seminars, implemented in youth leadership

Volunteerism

PATH, FBC Humboldt, Spring 2012

Responsible for planning and teaching interesting lessons to elementary-age children, maintaining order, and ensuring participation

Study Abroad, Amman, Jordan, 2010

Seven-week intensive Arabic language program; took initiative in engaging host culture

Mission Friends Volunteer, FBC Humboldt, 2008-2010

Responsible for planning and executing interesting and focused lessons

The HUB, Area Relief Ministries, 2008-2009

Provided after-school tutoring to middle school children; Responsible for maintaining order and ensuring participation

Mission trips

Traveled to Bangladesh (2011), engaged target peoples, presented culturally appropriate stories

Traveled to Sierra Leone (2009), engaged in discipleship of target people group

Traveled to Mexico (2006), assisted in repairs to an orphanage

Traveled to Thailand (2005), successfully planned and led an English Camp

Traveled to Thailand (2003), assisted in children's outreach, assisted in medical clinic

Starla Price

Current: UU 1111 • 1050 Union University Dr. • Jackson, TN 38305 • **Permanent:** PO Box 2323 • Barbourville, KY 40906 •
Phone: 555-627-1234 • **E-mail:** s.price@gmail.com

References

Dr. Phillip Ryan

Coordinator of the ESL Program, Associate Professor of Language
Union University, Jackson, TN
731-661-5464
pryan@uu.edu

Dr. Cindy Jayne

Associate Provost for Intercultural and International Studies
Union University, Jackson, TN
731-661-5358
cjayne@uu.edu

Mrs. Dee Crescitelli

Coordinator of Upward Bound
Union College, Barbourville, KY
606-546-1293
dcrescitelli@unionky.edu

Mr. Jim Veneman

Director of Visual Communications
Union University, Jackson, TN
731-661-5095
jveneman@uu.edu

References

Rev. Steve Babcock

Church Leadership Team Supervisor
Minister of Missions, Discipleship & Administration
731-884-1883 ext.1005
steve@fbchumboldt.org

Mrs. Ponnee Vickers

Daycare Employer; Family Friend
606-546-9796
ponneev@gmail.com

Hannah Teacher

555 Midbury Drive • Medina, Tennessee 38355 • 731-123-1234 • h.teacher@gmail.com

OBJECTIVE

To obtain a position (grades K-6) that will grant me the opportunity to utilize my skills effectively in a manner that promotes the academic, social, and personal growth of my students.

EDUCATION

UNION UNIVERSITY—Jackson, Tennessee

Bachelor of Science in Learning Foundations, May 2011

Certification in Elementary Education, K-6

Milan High School—Milan, Tennessee

Honors Diploma, May 2003

PROFESSIONAL PREPARATION

JACKSON CAREER TECHNOLOGY – Jackson, Tennessee

Student Teacher, April 2011-May 2011

- Developed and implemented lesson plans for 1st Grade students
- Encouraged independent and abstract thinking
- Created and administered tests and quizzes
- Upheld school policy
- Developed and implemented a classroom management plan
- Assumed all other responsibilities of the cooperating teacher

Cooperating Teacher: Ms. Geneva Hull

University Supervisor: Dr. Kenneth Newman

MEDINA MIDDLE SCHOOL – Medina, Tennessee

Student Teacher, February 2011-April 2011

- Developed and implemented lesson plans for 1st Grade students
- Encouraged independent and abstract thinking
- Created and administered tests and quizzes
- Upheld school policy
- Performed classroom duties
- Attended all in-service and faculty meetings
- Developed and implemented a classroom management plan
- Assumed all other responsibilities of the cooperating teacher

Cooperating Teacher: Ms. Anndrea Dyer

University Supervisor: Dr. Kenneth Newman

FIELD EXPERIENCE

WEST MIDDLE SCHOOL – Denmark, Tennessee **Practicum Student, Fall 2010**

- Monitored interactions between teachers and students
- Assisted in classroom activities
- Prepared and implemented 11 lesson plans for 6th Grade Social Studies
- Retained classroom management
(25 total hours)

NOVA ELEMENTARY SCHOOL – Jackson, Tennessee **Practicum Student, Fall 2010**

- Tutored a student in Language Arts
- Organized 10 lesson plans
(10 total hours)

TRINITY CHRISTIAN ACADEMY—Jackson, Tennessee **Practicum Student, Spring 2010**

- Observed interactions between teacher and students
- Contributed in classroom activities
- Organized 6 lesson plans in the area of Kindergarten Language Arts
- Retained classroom management
(15 total hours)

MEDINA ELEMENTARY SCHOOL—Medina, Tennessee **Practicum Student, Fall 2009**

- Assessed interactions between teacher and students
- Supported teacher in classroom activities
- Worked with individual students and small groups
(15 total hours)

RELATED EXPERIENCE

CORRECTIVE READING CASE STUDY, Fall 2010

Required to identify assigned child's reading problem through diagnostic testing. Effort was then made to increase child's vocabulary and comprehension skills through the one-on-one interaction and hands-on activities.

WORK EXPERIENCE

Assistant, **Union University Business Office/Human Resources** – 2010-2011

After School Teacher, **Pope Elementary School** – 2009-2010

Teacher/Cook, **Medina Christian Learning Center** – 2004-2010

Hannah Teacher

555 Midbury Drive • Medina, Tennessee 38355 • 731-123-1234 • h.teacher@gmail.com

PROFESSIONAL REFERENCES

Dr. Ann Singleton

Professor of Special Education/
Associate Dean of Education, College of Education & Human Studies
Union University
731-661-5387
asinglet@uu.edu

Dr. Nancy Cherry

Associate Professor of Education
Union University
731-661-6567
ncherry@uu.edu

Dr. Dorothy Myatt

Professor of Education; Assistant Dean for Teacher Education and Accreditation, College of
Education & Human Studies
Union University
731-661-5383
dmyatt@uu.edu

Dr. Anna Clifford

Associate Professor of Early Childhood Education
Union University
731-661-5384
acliffor@uu.edu

Ima Educator

888 North Fork Road * Gallatin, TN 37066 * (615) 456-4567 * i.educator@gmail.com

Profile/Objective

Honest, dependable, hard working, and organized with an ability to multi-task and adapt quickly to new concepts. Able to work well in a highly demanding field and contribute effectively when and where possible. An understanding and patient individual willing to spend time helping students grasp the material at hand. Seeking a challenging position in Kindergarten through sixth grade.

Education

Bachelor of Science in Education, May 2011

Certification: *Elementary Education K-6, Learning Foundations Emphasis – Science*
Union University – Jackson, Tennessee

Honors Diploma, May 2007

Gallatin High School – Gallatin, Tennessee

Professional Preparation

East End Academy School

Humboldt City Schools, 5th Grade

Start date: April 18, 2011

Student Teacher (Cooperating Teacher: Mrs. Walk)

- Develop lesson plans in Math, English, Reading, Science, and Social Studies that incorporate the various learning styles and levels of difficulty.
- Develop student-focused classroom full of encouragement.
- Administer tests.
- Abide by school rules and policies.
- Perform general class routines.
- Implement a classroom management plan.
- Assume all other responsibilities of the cooperating teacher.

Bemis Elementary School

Jackson-Madison County School System, 2nd Grade

Start date February 2, 2011

Student Teacher (Cooperating Teacher: Mrs. Ellis)

- Develop lesson plans in Spelling, Math, English, Reading, Science, and Social Studies that incorporate the various learning styles and levels of difficulty.
 - Develop a student-focused classroom full of encouragement.
 - Administer tests.
 - Abide by school rules and policies.
 - Perform general class routines.
 - Implement an effective classroom management plan.
 - Assume all other responsibilities of the cooperating teacher.
-

Field Experiences

Observation-Based Practicum

- Jackson Montessori, Jackson, TN. Spring 2010
Pre-K-6, 5 Hours
- East Intermediate School, Humboldt, TN. Fall 2009
6th Grade, 20 Hours

Activity-Based Practicum

- Thelma-Barker Elementary, 4th Grade, 15 Hours, Jackson, TN. Fall 2010
- Crockett Middle School, 6th Grade, 15 Hours. Taught 6 lessons. Alamo, TN. Fall 2010
- East End Academy, Kindergarten, 10 Hours. Taught 6 lessons. Humbolt, TN. Spring 2010
- East End Academy, Kindergarten, 5 Hours Humbolt, TN. Spring 2010

Field Experiences Cont.

Case-Study Based Practicum

- Nova Elementary, 3rd Grade, 10 Hours. Jackson, TN. Fall 2010

Related Work Experience

**Financial Director/Bible Study Leader for CentriFuge Team, Carson-Newman
Jefferson City, Tennessee, Summer 2011**

- Maintained finances for camp. Directed the camp store and church registration, as well as the Missions money at the end of each week.
- Interacted with campers from 6th grade - College age as well as their adults.

**Bible Study/Track Time Leader, CentriFuge Team, Union University
Jackson, Tennessee, Summer 2010**

- 6th, 7th, and 8th grade bible study leader.
- Interacted with campers from 6th grade - College age, as well as their adults.

Union University CentriFuge Support Staff**Jackson, Tennessee, Summer 2009**

- Recreation Staff.
- Interacted with campers from 6th grade - college age, as well as the adults.

First Baptist Church - Christian Activity Center**Hendersonville, Tennessee, 2005-2008**

- Interacted with people of all ages.
- Party hostess for children's birthday parties.
- Upward Soccer Coach for 2nd grade boys.
- Upward Basketball Coach for 7th grade girls.

Missions

Canada Mission Trip, August 2007**New Orleans Mission Trip, Spring 2007****Knoxville Mission Trip- Knoxville, Tennessee, Summer 2004, 2005**

Volunteer Work

Sumner Regional Hospital- Gallatin, Tennessee, June, July 2004-2006**Day of Remembrance – Jackson, Tennessee, Fall 2007 and 2008**

Technology Experience

- Mac OSX, Windows 7, Microsoft Excel, Word, PowerPoint, Promethean Board, iMovie, iPhoto, Clickers

Honors/Activities

- Young Alums (member since freshman year)
- Klemata (small group member freshman and sophomore year)
- Englewood Baptist Church, College small group, & Wednesday night services
- Life Group
- Discipleship Now Leader
- Focus Group
- TIME: Female Bible study on Tuesday nights
- Accountability Partner

BETSY PINKERTON

7 High Road • Jackson, Tennessee 38305 • (731) 731.7317 • betsy.p@hotmail.com

OBJECTIVE

An honest, enthusiastic, hard-working, flexible individual who is seeking a challenging position teaching students in grades PreK-6.

EDUCATION

UNION UNIVERSITY – Jackson, Tennessee

Bachelor of Science, Elementary Education and Learning Foundations, May 2011

Certification in Elementary K-6 and Early Childhood PreK-3

Major GPA: 3.8

Cumulative GPA: 3.6

NORTH SIDE HIGHSCHOOL – Jackson, Tennessee

Honors Diploma, May 2007

PROFESSIONAL PREPARATION

BEECH BLUFF ELEMENTARY SCHOOL – Beech Bluff, Tennessee

Student Teacher, February 2011-April 2011

- Performed classroom duties
- Developed and implemented lesson plans in the area of social studies
- Maintained school policy

Cooperating Teacher: Mrs. Lajuana Miller

University Supervisor: Mrs. Sandra Hathcox

FIELD EXPERIENCE

EAST END ELEMENTARY SCHOOL – Humboldt, Tennessee

Practicum Student, Fall 2010

- Developed and implemented 6 lesson plans in the area of science
- Worked with individual students and small groups
- Continued classroom management
(20 hours)

BELLS ELEMENTARY SCHOOL – Bells, Tennessee

Practicum Student, Spring 2010

- Organized and implemented [The Project Approach](#)
- Arranged a person from the community to speak to students in pre-k
(20 hours)

WHITEHALL ELEMENTARY SCHOOL – Jackson, Tennessee

Practicum Student, Spring 2010

- Used diagnostic testing to identify assigned child's reading problem
- Worked to increase student's comprehension skills through the development of hands-on activities
(15 hours)

FIELD EXPERIENCE CONT.

BEECH BLUFF ELEMENTARY SCHOOL – Beech Bluff, Tennessee Practicum Student, Fall 2009

- Monitored interactions between teacher and students
- Organized and implemented 6 lessons in the area of reading (15 hours)

THE MONTESSORI CENTER OF JACKSON – Jackson, Tennessee Practicum Student, Fall 2009

- Assessed interactions between teacher and students
- Contributed in classroom activities (5 hours)

ISAAC LANE TECHNOLOGY ELEMENTARY SCHOOL – Jackson, Tennessee Practicum Student, Fall 2008

- Observed interactions between teacher and students
- Contributed in classroom activities (20 hours)

UNIVERSITY SCHOOL OF JACKSON – Jackson, Tennessee Practicum Student, Spring 2008

- Observed classroom curriculum, management, and student activities (10 hours)

RELATED WORK EXPERIENCE

University School of Jackson - Jackson, Tennessee
After School Care Worker/Summer Worker, 2008-2010

West Jackson Baptist Church - Jackson, Tennessee
Nursery Teacher – 1 year-olds, 2007-Present

West Jackson Baptist Church Child Development Center - Jackson, Tennessee
Afternoon Teacher – 3 & 4 year-olds, 2007-2008

OTHER WORK EXPERIENCE

Lifeguard, Union University - Jackson, Tennessee, 2009-Present

VOLUNTEER ACTIVITIES

- *RIFA*: Sorted canned goods for families and local organizations.
- *Ukraine Mission Trip*: Led conversational English classes and English club.
- *Israel Mission Trip*: Interacted with students from a K-12 school and university.

HONORS AND ACTIVITIES

- Sigma Alpha Iota (music sorority)

SARAH HORN

30 Melanie Street • Jackson, Tennessee 38305 • (731) 111-2222 • shorn@hotmail.com

OBJECTIVE

Seeking to obtain a position (grades 1-8) that provides an opportunity to effectively utilize my skills in a manner that promotes the academic, social, and personal growth of students.

EDUCATION

UNION UNIVERSITY – Jackson, Tennessee

Bachelor of Science in Liberal Studies, May 2011

Certification in Elementary Education 1-8

Education GPA 4.0

JACKSON CHRISTIAN SCHOOL – Jackson, Tennessee

Honors Diploma, May 2007

PROFESSIONAL PREPARATION

NORTH PARKWAY MIDDLE SCHOOL - Jackson, Tennessee

Student Teacher, April 2009-May 2009

- Developed and implemented lesson plans in the area of social studies
- Encouraged independent and abstract thinking
- Created and administered tests and quizzes
- Maintained school policy
- Performed classroom duties
- Developed and implemented a classroom management plan
- Assumed all other responsibilities of the cooperating teacher

Cooperating Teacher: Mr. Bryan Chandler

University Supervisor: Mrs. Melessia Mathis (731) 661-5484

WEST JACKSON ELEMENTARY SCHOOL - Jackson, Tennessee

Student Teacher, February 2009-April 2009

- Developed and implemented lesson plans in subject areas for 2nd grade
- Encouraged independent and logical thinking
- Designed and implemented a classroom management plan
- Developed and administered tests
- Upheld school policies
- Performed classroom duties
- Attended all in-service and faculty meetings
- Assumed all other responsibilities of the cooperating teacher

Cooperating Teacher: Mrs. Sadie Donnell

University Supervisor: Mrs. Melessia Mathis (731) 661-5484

FIELD EXPERIENCE

HIGHLAND PARK INTERMEDIATE SCHOOL - Jackson, Tennessee

Practicum Student, Fall 2006

- Monitored interactions between teacher and students
- Assisted in classroom activities
- Prepared and implemented 11 lesson plans in the areas of 6th grade social studies and reading
- Retained classroom management
(25 total hours)

NORTHEAST MIDDLE SCHOOL - Jackson, Tennessee

Practicum Student, Fall 2006

- Observed interactions between teacher and students
- Contributed in classroom activities
- Organized and implemented 4 lesson plans in the area of 6th grade science
- Continued classroom management
(15 total hours)

POPE ELEMENTARY SCHOOL - Jackson, Tennessee

Practicum Student, Fall 2005

- Assessed interactions between teacher and students
- Supported in classroom activities
- Arranged and implemented 10 lesson plans in the areas of 3rd grade mathematics and language arts
- Worked with individual students and small groups
- Sustained classroom management
(25 total hours)

RELATED EXPERIENCE

CORRECTIVE READING CASE STUDY, Spring 2005

Required to identify assigned child's reading problem through diagnostic testing. Effort was then made to increase child's sight vocabulary and comprehension skills through the development of hands-on activities.

OBSERVATION TEACHER, Spring 2004

Observed classroom curriculum, management, and student activities in 4th grade classroom at Pope Elementary School in Jackson, Tennessee. (20 total hours)

OTHER WORK EXPERIENCE

Sales Associate, Lemstone Books – Jackson, Tennessee 2003-2004

Assistant/Courier, Patey, Teel & McCormack – Jackson, Tennessee 2005-2006

HONORS AND ACTIVITIES

- Who's Who Among American Universities and Colleges Nominee
- University President's and Dean's Lists
- Alpha Chi National Honor Society
- Kappa Delta Sorority- Vice President, Philanthropy and Reference Chairman
- Christian Educators Association International Member
- Union University Elementary Student Teacher of the Year, 2011
- Academic Excellence Medal in Liberal Studies

SARAH HORN

30 Melanie Street, Jackson, Tennessee 38305, (731) 111-2222
shorn@hotmail.com

June 18, 20__

Dr. Lee Smith
Principal
Hudson Middle School
Hudson, OHIO 55565

Dear Dr. Smith:

Thank you for the time you gave me this morning to talk about the position of Music Instructor. After talking with you and visiting with the other teachers, I am very enthusiastic about joining your staff.

I feel confident that I can contribute to the further development of the music curriculum and team teaching environment at Hudson Middle School. Again, it was my pleasure to meet you and the staff at Hudson Middle School.

As you requested, I have arranged for my transcript and additional teaching credentials to be sent to you.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Sarah Horn

WANNA B. EDUCATOR

555 Main St • Humboldt, TN 38343 • (731) 555-4567 • w.b.educator@yahoo.com

Seeking to impact a progressive school system by contributing a solid base of professional experience and academic skills. Self-motivated, dependable, personable, and dedicated to helping and encouraging students to reach their full potential. Background includes public relations and community outreach supported by strong organization, interpersonal and communication skills. Works well with children and families to coordinate services needed.

EDUCATION

UNION UNIVERSITY - Jackson, TN

Bachelor of Science in Office Administration, December 1988

Minor: Business Administration

**Currently enrolled - Teacher licensure in Business Education*

Praxis-Business 0100-Passed June 2010, eligible to teach on transitional license

RELATED EXPERIENCE

Tennessee Community Services Agency - Jackson, TN, 2005 - Present

Program Specialist for West TN Youth Services - locate & enroll youth ages 17-21.

Program paid for GED testing and students given a stipend for passing.

Assisted youth with resources to enroll in higher education and/or job training.

Outreach Coordinator for Cover Tennessee - locate uninsured children and children denied or disenrolled from TennCare through community outreach.

Presented brief speaking presentations on Cover Tennessee programs and provided other health insurance options to schools systems (in-service), coordinated health programs, parents, civic organizations (Rotary Club, Lions Club, Carl Perkins Centers, etc.), health professionals, health dept., Tennessee Dept. of Human Services, information booth at various health fairs in the community, and distribute materials as needed.

City of Humboldt Weed & Seed - Humboldt, TN, 1999-2004

Site Coordinator - Responsible for oversight of daily activities and staff.

Develop and implement educational programs for youth: After-school homework assistance, Basic Computer, Art, Reading, GED and Parenting classes. Organize field trips, develop and implement summer programs. Implement community education seminars: First Time Homebuyers, Breast Cancer & Women's Health, Dangers of Alcohol & Smoking. Prepare monthly financial reports. Prepare annual budget - \$125,000.00

RELATED EXPERIENCE CONT.

West Tennessee Business College - Jackson, TN, 1993-96, 1998-99

Night School Instructor - Taught various business courses:

Beginning, Intermediate, and Advanced Typing, Business Communications

OTHER EXPERIENCE

Tennessee Community Services Agency

Program Supervisor - At Home Support Services

Case Manager, 2005-07

Teller, Union Planters Bank, Humboldt, TN - 1998-02

Bookkeeper, Humboldt Jr. High School, Humboldt, TN - 1994-99

Accounts Payable Clerk, Ekco Glaco, Ltd., Humboldt, TN - 1989-93

FIELD EXPERIENCE

Practicum - Milan High School, Milan, TN Fall 2010

- Observed classroom teacher in Accounting 1 and Computer Apps classes
- Monitored interactions between teacher and students
- Prepared lesson plan and instructed a group activity with Accounting class (25 total hours)

Practicum - Humboldt High School, 1993

- Observed classroom teachers in Typing and Economics classes
- Assisted in classroom activities (25 total hours)

Student Teaching, Milan High School, Typing and General Business, Fall 1994

Substitute Teaching as needed - Humboldt City Schools

TECHNOLOGY SKILLS

- Windows XP, Vista, 7
- Microsoft Office - Word, Excel, Outlook
- Internet/Email

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REFERENCES

ANN WILLIAMS - ASSISTANT SUPERINTENDENT

Humboldt City Schools

(731)784-2652

JANICE EPPERSON - PRINCIPAL

Madison Academic High School

(731)427-3501

JUANITA JOHNSON - PRINCIPAL

Trenton Rosenwald Middle School

(731)855-2422

MIKE SNIDER - DIRECTOR

Gibson County Carl Perkins Center (former supervisor)

(731)343-1340

RITA STEWARD - TEACHER

Humboldt Jr. High School

(731)784-9514

(731)784-6549