

Job Search Manual for Educators

The following guide has been developed to educate prospective teachers and administrators about the job search process. By assessing your abilities and job specifications, preparing professional documents, and marketing your qualifications appropriately, you will be well on your way to a teaching or administrative position of interest to you. The sections of this manual include:

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Please Contact the Career Development Center at any time to discuss your job search.

Career Development Center
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401 College Avenue, Ashland, OH 44805
Phone: 419-289-5064 Fax: 419-289-5071
www.ashland.edu/career

Office Hours

Monday – Friday: 8:00 a.m. – 5:00 p.m.

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Where Do I Begin? And Other Frequently Asked Questions

The job search for an education major can be quite different than other majors and it will take time to understand all of the aspects that go into the job search for a teaching or administrative position. The questions listed below are those frequently asked by individuals starting their job search.

Where do I begin looking for a teaching or administrative position?

The following steps will assist you in understanding the different stages you will need to complete in order to market yourself for a teaching or administrative position. Break each of these steps down so you do not become overwhelmed in your search.

The First Step: Assessment

One good way to begin your job search is to determine your geographic preference. Remember, the more geographically limited you are, the less opportunity for job openings. If you are geographically limited (meaning you can only work within a certain radius of where you live or will live), determine the distance from your house that you would travel one way, every day to work. Conduct research to determine what school districts are in the geographic area you have determined. If you are interested in and able to relocate, determine some type of focus to your search – such as a state or a few cities where you would like to work.

The Second Step: Developing Your Tools

A professional resume and cover letter are the two most essential documents you will need to develop in your job search. Spend a great deal of time developing your resume and cover letter so they are of the highest quality and represent you in the best way possible. You will also have to secure supporting documents such as letters of reference and transcripts. This manual discusses all of the documents you will need for your job search and how to develop them.

The Third Step: Marketing

Once you know where you want to apply and you have the tools to apply, you are ready to start the process. Many strategies exist to determine what school districts to apply to and how to find available positions. Strategies are categorized into three sections in this manual: Job Searching within a Specific Geographic Radius, Job Searching in Ohio, and Job Searching Out Of State. Determine which categories best represent your situation and then follow the strategies listed to maximize your job search.

Marketing also includes developing effective interviewing skills. You will need to become adept at discussing your qualifications for a teaching position during an interview situation and this manual discusses how to prepare for and present yourself during an interview.

When do I apply?

There is no magic date as to when you should start contacting schools and/or sending out applications. The hiring season for teachers and administrators begins in March and doesn't end until late September.

A good guide is to begin contacting school districts in February about application instructions. Then, you can begin receiving applications and work on them as time permits. Since the hiring season begins in March, you can start to send your applications out then, but you can also send them out in April or May. The best thing to do is to establish a timeline and a manageable to do list depending upon your other life priorities. By breaking down the job search process it becomes more manageable.

Where do I find school district contact information?

If job searching in Ohio, every school district's contact information is located in the *Ohio Educational Directory*, a manual published yearly by the Ohio Department of Education (see p. 48). The Manual is available in hard copy and is also available on the Ohio Department of Education website at: <http://www.ode.state.oh.us/data/OEDdistbuild.asp>. If looking in another state, research that state's department of education website to find contact information for school districts.

Can I submit my application materials even if no position is advertised?

YES!!! Be sure to submit all of your application materials to each school district where you would like to work whether or not you know if a position is available. Just because a position is not currently available, you want to be sure your application materials are on file when a position does become vacant.

How do I conduct my job search if I am graduating in December?

If you are completing your coursework in December, start contacting school districts around October to learn how to apply for positions that might be open mid-year and/or substitute teaching positions. Follow the instructions carefully. Come February, you can begin the process of applying for full-time positions for the upcoming academic year.

Where do I locate information about school districts?

The two best places to find information about a school district are the district's website and the Ohio Department of Education website. Conduct an internet search using the school district's name and you should be able to find the district's website. Once at the school's website, use your research skills to find out the school's mission, enrollment, staffing, curriculum, performance statistics, activities and community involvement. Every school district website is different. Some may be very basic, while others are quite elaborate and provide a wealth of information.

You can research the Ohio Department of Education website to learn district personnel contact information, performance scores and salaries. If you are looking out of state, research the department of education website for the state you are looking to move to.

How much will I make?

Another popular question in the education job search is how much will I make. If you are applying in Ohio, every school district's beginning salary is listed on the Ohio Department of Education website. If applying out of state, check the department of education for the state you want to teach in to see if salary information is posted there. School districts may also publish their salary schedule on their website.

What can the Career Development Center do for me?

The following page lists the services offered by the Career Development Center. We encourage you to use all of the services relevant to your situation. We are here to help you throughout your job search.

How Can the Career Development Center Help?

The Career Development Center offers a variety of services to meet the needs of teachers and administrators in the job search process. These services include:

Career Consultation Services – The Career Development Center provides assistance in the areas of self-assessment, career exploration and decision making through individual appointments.

Job Search Assistance – Seminars are scheduled on topics including: resume and cover letter writing, interviewing techniques and job search strategies. You can also meet individually with a staff member to discuss your individual job search.

Resume and Cover Letter Assistance – Staff members are available to assist students in developing and enhancing their resume and cover letter to ensure these documents are marketing students in the best way possible.

Mock Interviews – Students have the opportunity to participate in mock interviews, which are videotaped and reviewed for strengths and weaknesses. To schedule a mock interview, contact the Career Development Center.

AU Career Advisory Network (CAN) – Established during the 1989-1990 academic year, this network of alumni and friends is available for current students to use to seek career information and advice. To learn more about the Career Advisory Network or to request someone to network with, visit the CAN website at: <http://www.ashland.edu/cardev/cdm-can.html>

Career Resource Room – A variety of career and school district information is available for student use. Materials are also available to assist students with resume writing, job search techniques and interview skills. Computers and printers for job search activities are located in the Resource Room for student and alumni use. In addition, Career Assistants, who are student paraprofessionals, work with students on a walk-in basis and help them with career research, resume and cover letter development, and job searches.

Credential Services – Credential files contain a candidate's letters of recommendation from employers and professors. These files are mailed upon written request to prospective employers for a nominal fee. Files are kept for five years past the student's initial licensure date. See pages 3-4 for more information about creating a credential file.

Alumni Services – Alumni are encouraged to take full advantage of the services provided by the Career Development Center.

Career Development Center Website – All students and alumni are encouraged to visit our site on a regular basis at www.ashland.edu/career.

Job Search Services – In addition to the services mentioned above, the Career Development Center provides a variety of job search services which can be of assistance to teachers and administrators. These services, which are detailed on pp. 46-50, include: eRecruiting on-line resume referral and job posting system, job fairs, and the *Directory of Candidates for Teaching & Administration*.

Documents Needed When Searching for a Teaching or Administrative Position

When applying for a teaching or administrative position, you will typically need to submit a resume and cover letter along with a variety of supporting documents. The best way to apply for a position is to contact the school district's personnel office directly to learn of the school district's application procedures. Once you know what is required of each school district, prepare and submit the appropriate documents. Each school district may have a different application form and procedure to apply for a position. Be sure to understand each school district's procedure and follow it carefully by providing each school only with the information requested to show you can follow directions and so you do not overwhelm a school district. If information is requested that you do not yet have, indicate the status of the document in your cover letter and state that it will be sent as soon as it is received by you. When sending those documents later, be sure to include a cover letter explaining why the documents are being sent. Once you have sent in all your information, be sure to call and follow up appropriately with each school to ensure that your application materials have been received and your application file is complete. The typical documents needed when applying for a teaching position can include:

Application Form – Read and follow the application directions carefully. If possible, neatly type your application to make the best possible impression. A good suggestion is to photocopy the blank application and complete the copied one, and then complete the good one. Read each question carefully, and answer all questions accurately, truthfully, and to the best of your ability. Keep a copy of your completed application for your records.

Resume – A resume is a marketing tool listing your qualifications for a teaching or administrative position and is different from an application form. An application form is a standardized way for a school to evaluate your qualifications, but a resume allows you to use your creativity in expressing your qualifications. Treat each as a separate document. For instance, when completing the experience section of an application, write out your experiences as requested. Do not say “see resume.” See pp. 7-35 for complete information on how to write a resume. Any time you send or drop off a resume to a school district, a cover letter needs to accompany it. The only time you do not need to submit a cover letter with a resume is when you are bringing your resume to an interview or you are attending a job fair.

Cover Letter – A cover letter is a professional business letter that accompanies your resume and introduces you to an employer. The letter indicates to the reader why you are writing and explains the qualifications you possess for that specific position. Therefore, a cover letter should be individualized to the position and school district you are applying to. The application will usually tell you who specifically to address your cover letter to, or you can call the school district to get the name of the specific person. See pp. 36-44 for more information on how to develop a cover letter.

License – The Ohio Department of Education will send you two original copies of your teaching or administrative license. Once received, you can then photocopy one of the original licenses and send it with your application materials if requested by a school district. After you have accepted a teaching or administrative position, one of the original licenses needs to be submitted to the school. **Always** keep the other original license for yourself.

Transcript – Copies of your transcript can be sent with your application materials if requested by a school district. Typically you can send a photocopy of your transcripts with your application materials, unless an “official” transcript is requested by the school district. If an official transcript is needed, contact the Registrar's Office in writing and request that your transcripts be sent. There is usually a nominal fee associated with such a request.

Test Scores – Your PRAXIS test scores can be copied and sent with your application materials if requested by a school district.

Letters of Reference/Credential Files – Letters of reference are documents written in support of your qualifications for a teaching or administrative position. They are written by individuals such as faculty members, advisors, employers, student teaching supervisors, cooperating teachers, principals, and/or administrators who are aware of your abilities. Letters from individuals who have seen your coaching/advising abilities may also be used, if applicable. Unless specifically asked for by a school district, letters from people who know you, but have not seen your academic or work abilities (i.e. character references) will not hold a lot of weight as a letter of reference for an education position.

Follow the school district's instructions carefully regarding the method to submit references. Some school districts request letters of reference later in the hiring process, others want only the name, address, and telephone number of references, and still others want actual letters of reference sent. The best way to go about the process is to ask 3-6 individuals to be a reference for you and to write a reference letter for you. Give the reference writers ample time to develop a quality letter (2-4 weeks) and check back if a letter has not been received. Present a copy of your resume to your reference writers so they know all of your qualifications. Provide each reference writer with a pre-addressed, stamped envelope to make it convenient to return the completed reference. You can provide your reference writers with copies of the Ashland University Reference Form (available from the Career Development Center) or letters can be written on letterhead. If you use the Ashland University Reference Form, be sure your name is at the top. The form also allows for a reference to be confidential or non-confidential. If you wish to read the letters that are written about you, then DO NOT sign your name and agree to the waiver statement. If you wish to waive your right to read your letters, then sign your name indicating that you agree with the waiver statement. These letters will then be sent directly to the Career Development Center, and you will need to open a Credential File in order to have them sent to school districts.

Letters of reference can be managed in one of two ways. The recommended way is to have self-managed credentials. By using this method, you maintain control of your letters, photocopy them as needed, send them as requested by a school district, and save them for as long as you like. The other method is to open a Credential File with the Career Development Center. Credential File policies and procedures are listed on the next page.

Credential File Policies & Procedures

A Credential File is a file containing your letters of reference which is established with the Career Development Center. Once established the Career Development Center will then house and manage your file in accordance with the following procedures and policies.

Types of Credential Files:

Non-Confidential (Open) File: File in which you may view your letters of reference. You have the right to inspect your letters according to the Family Right & Privacy Act of 1974 unless you waive your right to see a reference letter.

Confidential (Closed) File: File that contains confidential letters of reference. A letter is considered confidential when you sign the Waiver on the Career Development Center Reference Form or when a letter is sent directly to the Career Development Center by the writer.

To establish a Credential File, 3 to 6 letters of reference need to be submitted to the Career Development Center. A signed Statement of Authorization for Release of Credentials (pink card) also needs to be on file with the Career Development Center.

Credential files are maintained by the Career Development Center for five years after the student's date of graduation/program completion. After that time, files will be purged unless the graduate indicates that he/she wants the file maintained for an additional three years at a cost of \$25.00. All documents will be purged at the end of eight years.

To have a credential file sent, the candidate must submit a written request by completing the Credential Request Form available in the Career Development Center. The first two credential files sent are free of charge. After that there is a \$2.50 charge per credential file. In addition, if the file exceeds 7 pages, a fee of 15 cents per additional page will be added to the charge. Fees must be received by the Career Development Center prior to credential files being sent.

If you would like to open a Credential File, contact the Career Development Center to receive a Credential File packet.

How to Write a Teaching Resume

A resume is a professional document that markets your qualifications to an employer. It is NOT a life history. Instead, it indicates your most important qualifications for employment as a teacher. Your resume often influences a school's first impression of you as a potential employee. Therefore, you should take great effort in making it the best document possible. It should be easy to read, neat, consistent and free from all typographical and grammatical errors. Guidelines for sections that can be included in a resume for a teacher candidate are highlighted below:

HEADING

- ◆ Include your name, permanent address/phone/e-mail as well as your present address/phone/e-mail if applicable.
- ◆ Make your name large and bold; it is what should stand out in this section.

OBJECTIVE

- ◆ Develop a clear, concise statement about the specific type of position you are seeking.
- ◆ Do not use personal pronouns (I, my) in your objective or any other section of your resume.

EDUCATION

- ◆ List degree, major, graduation date, licensure area(s) including grade levels, concentrations and/or endorsements (if applicable), school, city and state, and GPA (if proud of it).
- ◆ List other institutions you have attended, including same information as listed above, if you received a degree.
- ◆ List multiple degrees in reverse chronological order.
- ◆ Do not list high school information.

TEACHING EXPERIENCE

- ◆ List classroom experiences you have had (student teaching, field experiences, substitute teaching) which show your abilities as a teacher. These activities promote your candidacy to be a teacher and should stand out on a resume.
- ◆ Include title (i.e. Teacher Intern, Junior Field Experience), grade level, school, city, state, and dates.
- ◆ Describe your duties using a different action word to begin each duty (see page 10 for a list of sample action words) for each experience. Possible duties listed could include: lesson and unit planning, subjects taught, teaching methods, assessment methods, classroom management, special activities (parent/teacher conferences, field trips, duties).
- ◆ Keep your verb tense consistent (past tense) throughout your description of duties.
- ◆ List experiences in reverse chronological order within each section (most recent information goes first).
- ◆ Be consistent in listing dates. You could use month and year or season and year (i.e. 1/04-5/04 or Spring 2004).
- ◆ Do not use course numbers, such as ED330, when listing your titles. No one outside the University knows what that means.

RELATED EXPERIENCE

- ◆ Follow the same format as your Teaching Experience section to list those experiences (paid or unpaid) which relate to teaching (working with children/youth), but are not actual classroom experience (i.e. camp counseling, coaching, tutoring, child care, scout leader).
- ◆ Be sure to include your duties under each position.

ADDITIONAL EXPERIENCE

- ◆ List positions you have held that do not relate to teaching, but show that you have held a job.
- ◆ Include the position title, organization, city, state, and dates.
- ◆ Do not include duties in this section; your titles should give enough of an explanation.

PROFESSIONAL DEVELOPMENT

- ◆ List professional associations you belong to, conferences attended, and presentations given.

HONORS/ACTIVITIES

- ◆ List honors you have received while in college and/or campus or community organizations in which you have been involved.

COMMUNITY SERVICE

- ◆ List volunteer activities in which you have participated.

COMPUTER SKILLS

- ◆ List computer skills you possess that would be important for you as a candidate, if applicable.

Formatting Tips

- ◆ Use the entire page to list your information.
- ◆ Create margins no smaller than ½ inch on all sides.
- ◆ Choose an easy to read font style (i.e. Times Roman, Arial, Arial Narrow) and size (10-12 pt. depending on font).
- ◆ Use bold, underline, capitalization, and italics appropriately to make important information stand out.
- ◆ Be sure your most important qualifications are on the first page and that your name and “Page 2” appear at the top of the second sheet if your information goes to second page. A resume should not be longer than two pages.
- ◆ Be sure to spell check your resume and proofread it carefully prior to submitting it.
- ◆ Place your resume on quality resume paper.

Use the template on p. 11 to assist you in developing your resume for a teaching position. Realize that this template is a guide, and your resume should take on a different format and content depending upon your individual circumstances. **DO NOT format your resume to look exactly like this template.** Instead, personalize your format and content so it displays your information appropriately depending on your individual needs. Sample resumes are listed on pp.13-35, and many examples of resume styles are available in the Career Development Center.

Resumes for Administrative Candidates

Realize that when applying for an administrative position, you will want to market yourself as an administrator, not a teacher. Therefore, you need to include administrative experience, as well as teaching experience, on your resume. Check to ensure your current teaching resume follows the guidelines listed previously and then modify your resume from a teaching resume to an administrative resume, keeping these points in mind about the following sections:

EDUCATION

- ◆ Place your graduate education on your resume in the Education section.
- ◆ List the degree and license you will be receiving, your graduation date and the school you attended in your Education section.
- ◆ Place your graduate education above your undergraduate because information should go in reverse chronological order.

ADMINISTRATIVE EXPERIENCE

- ◆ Create an Administrative Experience section for your resume and place it above your Teaching Experience section.
- ◆ Include your administrative internship as well as any other administrative experiences you have had.
- ◆ Use the same format for listing information as you did for your teaching experience.
- ◆ Detail the duties of each position because these experiences are now what qualify you most to be an administrator.

PROFESSIONAL DEVELOPMENT

- ◆ Under this heading, list those activities which show your involvement in professional development (i.e. professional associations, seminars attended, etc.) as it relates to an administrative position.
- ◆ Include the name of the activity, the place of the activity (if applicable), and date when it occurred.
- ◆ List information in reverse chronological order.

HONORS/ACTIVITIES

- ◆ Eliminate this section from your resume. It is used by recent college graduates, not experienced professionals.

Use the template on p. 12 to assist you in developing your resume for an administrative position. Realize that this template is a guide, and your resume should take on a different format and content depending upon your individual circumstances. **DO NOT format your resume to look exactly like this template.** Instead, personalize your format and content so it displays your information appropriately depending on your individual needs. Sample resumes are listed on pp. 13-35, and many examples of resume styles are available in the Career Development Center.

Action Words

The following action words can be helpful in describing your experiences and marketing your qualifications effectively in a resume.

Achieved	Eliminated	Operated
Acted	Enabled	Organized
Adapted	Encountered	Oversaw
Administered	Encouraged	Participated
Advanced	Established	Performed
Advised	Evaluated	Planned
Analyzed	Examined	Prepared
Approved	Executed	Presented
Arbitrated	Expanded	Processed
Assessed	Explained	Produced
Assisted	Facilitated	Promoted
Attained	Found	Provided
Authored	Focused	Published
Balanced	Formulated	Received
Chaired	Generated	Recommended
Clarified	Grouped	Recorded
Coached	Guided	Recruited
Collected	Identified	Reduced
Communicated	Illustrated	Referred
Completed	Implemented	Represented
Composed	Improved	Researched
Computed	Incorporated	Reviewed
Consulted	Increased	Revised
Contributed	Informed	Revitalized
Controlled	Initiated	Rewarded
Coordinated	Integrated	Scheduled
Corresponded	Interpreted	Screened
Counseled	Interviewed	Selected
Created	Introduced	Served
Critiqued	Investigated	Solved
Designed	Involved	Studied
Developed	Led	Summarized
Devised	Maintained	Supervised
Diagnosed	Managed	Taught
Directed	Mediated	Tested
Discovered	Moderated	Trained
Distributed	Monitored	Translated
Drafted	Motivated	Utilized
Edited	Observed	Worked
Educated	Obtained	Wrote

Resume Template for New Teacher Candidates

NAME

Permanent Address • Phone Number • Email

(if applicable) Present Address • Phone Number • Email

OBJECTIVE (State specific position you are applying for including subject area and grade level)

EDUCATION Bachelor of Science in Education Graduation Date
License: (license/grade level) GPA:
Concentrations or Endorsements: (if applicable)
Ashland University, Ashland, OH

TEACHING EXPERIENCE Teacher Intern – grade level Dates
School, City, State
• (list duties of position as appropriate-start each duty with an action word)
•
•

Field Experience – grade level Dates
School, City, State
• (list duties of position as appropriate-start each duty with an action word)
•
•

Field Experience – grade level Dates
School, City, State
• (list duties of position as appropriate-start each duty with an action word)
•
•

RELATED EXPERIENCE Title, Organization, City, State Dates
• (list duties of position as appropriate-start each duty with an action word)

Title, Organization, City, State Dates
• (list duties of position as appropriate-start each duty with an action word)

Title, Organization, City, State Dates
• (list duties of position as appropriate-start each duty with an action word)

ADDITIONAL EXPERIENCE Title, Organization, City, State Dates
Title, Organization, City, State Dates

PROFESSIONAL DEVELOPMENT (list professional affiliations, conferences attended, and presentations given – if applicable)

HONORS/ ACTIVITIES (list honors and/or organizations you belong to, including offices held – if applicable)

COMMUNITY SERVICE (list volunteer experiences you have participated in – if applicable)

COMPUTER SKILLS (list programs you know how to use – if applicable)

Resume Template for New Administrative Candidates

NAME

Address • Phone Number • Email

OBJECTIVE	(State specific position you are seeking)	
EDUCATION	Master of Education in (subject area) License: (license/grade level) Ashland University, Ashland, OH	Graduation Date
	Bachelor of Science in Education License: (license/grade level) School, City, State	Graduation Date
ADMINISTRATIVE EXPERIENCE	Administrative Intern School, City, State	Dates
	<ul style="list-style-type: none">• (list duties of position as appropriate – start each duty with an action word)•••	
	Title School, City, State	Dates
	<ul style="list-style-type: none">• (list duties of position as appropriate – start each duty with an action word)•••	
TEACHING EXPERIENCE	Title, School, City, State	Dates
	<ul style="list-style-type: none">• (list duties of position as appropriate – start each duty with an action word)	
	Title, School, City, State	Dates
	<ul style="list-style-type: none">• (list duties of position as appropriate – start each duty with an action word)	
	Title, School, City, State	Dates
	<ul style="list-style-type: none">• (list duties of position as appropriate – start each duty with an action word)	
PROFESSIONAL DEVELOPMENT	(list appropriate committee work and seminars you have attended– if applicable)	
COMMUNITY SERVICE	(list volunteer experiences you have participated in – if applicable)	
COMPUTER SKILLS	(list programs you know how to use – if applicable)	

OBJECTIVE

To obtain an early childhood education teaching position in a public elementary school.

EDUCATION

EARLY CHILDHOOD TEACHING LICENSE (PreK-3) <i>Ashland University, Columbus, Ohio</i>	Expected July 2005 GPA: 4.0
BACHELOR OF SCIENCE <i>The Ohio State University, Columbus, Ohio</i>	1997 Agricultural Communications

TEACHING EXPERIENCE

STUDENT TEACHER <i>Monroe Elementary School, Alder Local School District</i>	Winter/Spring 2005 <i>London, Ohio</i>
<ul style="list-style-type: none">• Created and taught math and language arts lesson plans for kindergarten and first grade• Fostered a positive learning environment and promoted self-esteem among students• Collaborated with cooperating teacher using Four Blocks multi-method, multi-level framework for Language Arts• Evaluated student learning through various assessments and planned accordingly• Supervised students in classroom, at recess, and during activities• Attended in-service meetings on kindergarten screening and diabetes awareness	

4-YEAR-OLDS CLASS LEAD TEACHER <i>St. John Christian Preschool</i>	2003-2004 <i>Dublin, Ohio</i>
<ul style="list-style-type: none">• Developed and produced monthly newsletter and calendar listing weekly thematic units• Used various teaching strategies and created interactive lesson plans to meet individual learning needs• Implemented behavior-based classroom management strategies• Planned educational field trips and a variety of large motor activities• Informed parents of student progress throughout year and conducted parent conferences• Attended in-service meetings in process art, combining music and literacy, food allergies, hands-on science, first aid, and communicable diseases	

SUBSTITUTE TEACHER <i>Tri-County Education Service</i>	2002-2003 <i>Wooster, Ohio</i>
<ul style="list-style-type: none">• Substituted all subjects in grades K-12 short-term positions and K-3 long-term positions	

SUBSTITUTE & SUMMER SCHOOL TEACHER <i>Holmes County Training Center and MR/DD Facility</i>	1998 & 2000 <i>Millersburg, Ohio</i>
<ul style="list-style-type: none">• Coordinated weekly and daily child-centered curriculum for primary classroom• Monitored student progress through personal interaction• Created unique and innovative teaching activities	

ADDITIONAL EXPERIENCE

SPECIAL EVENTS AND PUBLIC RELATIONS MANAGER <i>Roscoe Village Foundation</i>	2000-2002 <i>Coshocton, Ohio</i>
<ul style="list-style-type: none">• Coordinated and conducted yearly festivals and special events• Developed and implemented public relations plan	

COMPUTER KNOWLEDGE

Microsoft Word; Excel; Publisher; WordPerfect; PowerPoint; PageMaker; QuarkXpress; Outlook Express; Photoshop; Mac and PC; web design basics; and Internet research tools

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OBJECTIVE

An Early Childhood Education teaching position, grades K-3.

EDUCATION

Bachelor of Science in Education

License: **Early Childhood Education (PreK-3)**

Endorsement: **Reading (K-12)**

Ashland University, Ashland, Ohio

Graduation Date: May 2005

GPA 3.917/4.0

TEACHING EXPERIENCES

Student Teacher – 2nd grade

Mapleton Elementary School, Ashland, Ohio

Spring 2005

- Collaborated with cooperating teacher in planning and teaching lessons in all subject areas.
- Devised a week long science unit on weather and a two week science unit on light.
- Created and implemented a two week integrated unit on the topic of maps and geography.
- Utilized cooperative groups to educate students about character education topics.
- Adapted learning activities for students with special needs.
- Worked with students in a guided reading group.
- Coordinated an integrated lesson on researching famous Americans.
- Assessed and evaluated students by reviewing work samples and recording student progress.
- Devised a classroom management plan and an individual reward system.

Senior Field Experience – K-1st grade

Crestview Elementary School, Ashland, Ohio

Fall 2004

- Cooperated with field experience teacher in planning, creating, and teaching math, science, and social studies lessons.
- Monitored progress of a student with an IEP and incorporated child's IEP goals into lessons.
- Taught lessons that met the needs of students at both the kindergarten and first grade level.
- Created and executed a lesson introducing the concept of addition to the students.
- Designed an integrated lesson on voting.
- Integrated language arts into science and social studies lessons.
- Conducted guided reading group.

Reading Tutor

Becker Reading Center, Ashland, Ohio

Spring 2004

- Tutored a first grade student in reading.
- Prepared and taught language arts lessons, incorporating vowel sounds, writing, and word attack strategies.
- Monitored child's progress and kept anecdotal notes.
- Prepared a parent newsletter and held a parent conference.

Junior Field Experience – 1st grade

Sherman Elementary School, Mansfield, Ohio

Fall 2003

- Worked in a multicultural setting.
- Assisted in planning, creating, and teaching several language arts lessons focused on reading.
- Worked one on one with students needing extra assistance in reading.
- Taught small and whole group lessons and led interactive discussions.
- Created and executed a week long thematic unit on Pilgrims.
- Assessed and evaluated performance by keeping anecdotal notes and reviewing work samples.

Sophomore Field Experience

Spring 2003

Tri-County Cooperative Preschool, Loudonville, Ohio

- Worked with field experience teacher to plan, create and teach art, mathematics, social studies, and fine motor lessons.
- Worked in small and whole group settings and assisted students with special needs.

RELATED EXPERIENCES

Assistant Head Start Teacher/Camp Counselor

Summer 2004

Horizon Activities Center- Elyria Ohio

- Monitored children ages 3 to 12.
- Assisted lead teacher in whole group activities, outdoor play, and learning center activities.
- Prepared and implemented activities for children ages 7-12.
- Managed large groups of children on field trips.

Volunteer 2nd grade classroom

Winter 2003

Firelands Elementary School- Oberlin, Ohio

- Assisted the classroom teacher with projects, reading, and math.

ADDITIONAL EXPERIENCES

Cook, Boccardi's Restaurant, Birmingham, Ohio

1999-2004

Cashier, ODD JOB, Closeout Store, Elyria, Ohio

Summer 2003

HONORS/ACTIVITIES

Graduated Summa Cum Laude and Gamma Alpha Kappa

Elected to Who's Who Among Students in American Universities and Colleges

Vice President, Kappa Delta Pi, International Education Honor Society

Teacher Education Scholars

Dean's List

Alpha Lambda Delta, Honorary

Community Care Team-Youth and Literacy Team

Intramural Basketball

AU GIVS Participant, a food drive for Ashland community

Soup Kitchen Volunteer

COMPUTER SKILLS:

Microsoft Works Word Processor, Microsoft Word, and PowerPoint

Terri M. Edwards

35 Center Street ~ Ashland, OH 00000 ~ (000) 000-0000 ~ edwards27@yahoo.com

OBJECTIVE:

An Early Childhood Education teaching position

EDUCATION:

Bachelor of Science in Education

License: **Early Childhood Education (PreK-3)**

Endorsement: **Reading (K-12)**

Ashland University – Ashland, OH

Graduation Date: May 2005

GPA: 3.983

TEACHING EXPERIENCES:

Student Teacher – First Grade (Spring 2005)

Sherman Elementary School – Mansfield, OH

- * Taught children from diverse, lower socio-economic backgrounds in an urban setting
- * Worked closely with the first-grade team which included six teachers, a special education teacher, a literacy collaborative leader, and two reading recovery teachers
- * Implemented numerous interdisciplinary units that revolved around specific books, authors, and topics
- * Planned and taught word work (phonics) lessons to three first grade classes on a daily basis
- * Instructed four guided reading groups each at a different reading level
- * Administered the Ohio First Grade Diagnostic Test to students

Becker Reading Center Tutor (Fall 2004)

Ashland University – Ashland, OH

- * Tutored a first grade student twice a week for eight weeks in reading and writing
- * Conducted parent-teacher-student conferences centered on student sharing portfolio
- * Developed parent letter and newsletter including literacy activities and progress reports
- * Focused on the child's strengths, needs, and goals while he created his own comic book

Senior Field Experience – Third Grade (Spring 2004)

New London Elementary School – New London, OH

- * Planned and taught lessons in an inclusion classroom that had six children with IEPs
- * Created an assessment portfolio that focused on a child with AD/HD and cognitive delays
- * Designed and implemented a unit based on the children's interests (NASCAR)
- * Incorporated children's IEP goals into daily lessons
- * Performed everyday routines of a teacher such as supervising recess and grading papers

Junior Field Experience – Kindergarten (Fall 2003)

Carpenter Elementary School – Mansfield, OH

- * Executed a variety of literacy activities during center time and in small and large groups
- * Evaluated and assessed individual student performance through the use of Running Records, CAP tests, Developmental Reading Assessments, diagnostic tests, anecdotal notes, observations, and checklists
- * Developed lessons and instructed a guided reading group for four weeks
- * Managed classroom behavior by teaching conflict resolution skills, working with the students to create classroom rules, providing reinforcement, and building community

Sophomore Field Experience – Preschool (Fall 2002)

Ashland University Preschool – Ashland, OH

- * Created and monitored learning centers for children ages three to four
- * Guided children throughout the semester as they created their own portfolios
- * Led transitions between activities as well as to and from snack time
- * Attended and helped out with field trips, parent-teacher conferences, and family nights

RELATED EXPERIENCES:

Teacher Assistant – Summer School (Summer 2004)

Akron Public Schools/City of Akron Recreation Bureau – Akron, OH

- * Assisted teacher in a diverse, urban setting by running centers and managing behaviors
- * Worked one-on-one with low achieving second and third grade students

Summer Recreation Specialist (Summers 2002 - 2004)

City of Akron Recreation Bureau - Akron, OH

- * Planned and organized daily outdoor activities involving all subjects for children ages 3-12
- * Trained and supervised three other employees
- * Managed large group of children during Safety Town activities as well as weekly day camps

Traveling Site Director for Basketball (Winter 2001 - 2003)

Catholic Youth Organization - Akron, OH

- * Oversaw youth basketball games at various gyms while training new employees
- * Taught children the fundamentals and rules of the game

Movement Education Instructor (Fall 2002)

Ashland University - Ashland, OH

- * Developed and implemented weekly rhythm and movement lessons to preschool children
- * Created portfolio of lessons, songs, rhymes, and fingerplays used in movement education

Teacher Assistant (Spring 2002)

Ashland University Preschool - Ashland, OH

- * Monitored learning centers and classroom behavior
- * Assisted students during arrival/departure times, snack times and on field trips

ADDITIONAL EXPERIENCES:

Assistant to the Marketing Director (Fall 2001 - Spring 2005)

Ashland University Athletic Department - Ashland, OH

Math Tutor for Elementary Arithmetic and Geometry (Spring 2003, Fall 2003, and Fall 2004)

Ashland University Math Department - Ashland, OH

HONORS:

Who's Who Among Students in American Universities and Colleges

Junior Academic Honors Award from the Department of Early Childhood

Dean's List

Presidential Scholarship

Alpha Lambda Delta (National Academic Honor Society)

ACTIVITIES:

Kappa Delta Pi - Membership Chair (International Education Honor Society)

Eagle Educators - Alcohol Awareness Programmer

Teacher Education Scholars

Youth and Literacy Team (Community Care Service Organization)

COMPUTER SKILLS:

Microsoft Word, Microsoft Works, Microsoft Excel, Microsoft PowerPoint, E-mail, Internet, various educational software programs

HEATHER CLARK

3465 State Route 45 * West Chester, Ohio 00000 * (000) 000-0000
hclark99@msn.com

OBJECTIVE

To obtain a teaching position in grades K-3

EDUCATION

Bachelor of Science in Education
License: **Early Childhood Education**
Ashland University, Ashland, OH

May 2004
Overall GPA: 3.67
Major GPA: 3.97

TEACHING EXPERIENCE

Lead Teacher - Preschool

September 2004-Present

Rainbow Child Development Center, West Chester, OH

- Prepared and carried out weekly lessons based on the weekly curriculum.
- Kept in continuous communication with parents through use of a classroom newsletter, personal notes, quarterly parent/teacher conferences and daily verbal communication.
- Developed daily circle time lessons including letter review, weather charting, calendar, story time, music and elements of the weekly curriculum.
- Adjusted lessons to meet a variety of developmental levels.

Student Teacher - Grade 3

Spring 2004

Mapleton Elementary, Ashland, OH

- Consistently used Ohio Academic Content Standards to plan lessons.
- Designed daily word work lessons based on student writing samples.
- Organized an economics unit. Covered a variety of topics including wants and needs, production and consumption, opportunity cost, economic competition and local markets.
- Published classroom newspaper to keep parents and guardians informed about what was being taught in the classroom. Students contributed articles for the newspaper.
- Assisted with move to new elementary school and helped set up new classroom environment.
- Made accommodations for students with special needs.
- Maintained classroom discipline.

Field Experience - Grade 2

Fall 2003

St. Peter's Elementary School, Mansfield, OH

- Produced and taught developmentally appropriate math, science and social studies lessons.
- Created a math take home game.
- Prepared science experiments for hands-on learning.
- Designed a large classroom graph and led a graphing exploration.

Field Experience - Pull-out Program - Grades 3-5

Spring 2003

Cornerstone Elementary, Wooster, OH

- Worked closely with a child with an identified learning disability.
- Adapted lessons to meet this child's needs.
- Tracked progress through the use of a portfolio.
- Constructed and implemented lessons to meet learning needs of all children in the classroom.

Field Experience - Grade 2

Fall 2002

Brinkerhoff Elementary, Mansfield, OH

- Co-led morning activities including morning math, read-alouds, spelling test administration, learning center introductions and learning center moderation.
- Generated and taught multiple reading and language arts lessons with a special focus on interactive writing.
- Developed and led 5 weeks of guided reading lessons with a group of five students. Assessed using running records and anecdotal notes. Successfully moved children up one level.
-

RELATED EXPERIENCE

Assistant Teacher

May 2001- August 2004

Rainbow Child Development Center, West Chester, Ohio

- Provided care and meaningful learning activities for children ages 6 weeks-12 years.
- Worked primarily with children ages 2 ½-4 years.
- Designed and directed art projects.
- Executed summer camp activities.
- Focused on helping children develop positive self-image.
- Developed an atmosphere of respect and cooperation with one another.

Tutor - 7th Grade English

October 2002 – May 2003

- Provided one-on-one help to a 7th grade student in the subject area of English.
-

LEADERSHIP EXPERIENCE

President

August 2002 – May 2003

Kappa Delta Pi- Education Honorary, Ashland University

- Worked cooperatively with other officers and faculty advisor.
- Coordinated campus activities including an interview panel of school administrators.
- Organized and led new member initiations of about 50 candidates.
- Oversaw officer elections.
- Promoted all organization events through use of flyers, email and class announcements.
-

HONORS AND ACTIVITIES

Dean's List

Teacher Education Scholars

Teacher Education Advisory Board

Who's Who Among Students in American Universities and Colleges

COMPUTER SKILLS

Microsoft Word, Microsoft Works, PowerPoint, Hyper Studio, Excel, iMovie, Email, Internet

TRAINING/CERTIFICATIONS

Adult, Infant and Child CPR certified

Community First Aid and Safety certified

Child Abuse Recognition and Prevention Training

Randy C. McDonald

45 Champion Lane * Norwalk, OH 00000 * (000) 000-0000
rcmcdon@hotmail.com

Objective

A teaching position in Middle Grades (4-9) Social Studies & Language Arts

Education

Bachelor of Science in Middle Grades Education (4-9)

May 2005

Content Areas: **Language Arts and Social Studies**

GPA 3.071

Ashland University- Ashland, OH

Teaching Experience

New London Middle School – New London, OH

Spring 2005

- Performed student teaching in a seventh grade language arts classroom.
- Developed and implemented a Poetry Unit.
- Assessed students with quizzes and final project – publish own book of poems.
- Attended team meetings and parent meetings. Sat in on an IEP meeting.
- Taught fifth grade social studies.
- Developed a geography unit.
- Coordinated lessons to meet the standards-benchmarks and indicators.
- Planned a region unit.
- Assessed students with test and quizzes.

A.I. Root Middle School – Medina, OH

Spring 2004

- Completed junior field experience in a block scheduling formatted 7th and 8th grade Language Arts classroom.
- Developed and taught lessons in poetry, grammar, literary elements, and business communication.
- Created interdisciplinary units on career planning and the book Animal Farm.
- Utilized discussion in whole and small group teaching settings, while also incorporating technology into the classroom.
- Assessed students through individual and group projects, guided reading questions, and PowerPoint presentations.
- Tutored students individually after school. Attended interdisciplinary team meetings and observed parent/ teacher meetings.

Madison South Elementary – Mansfield, OH

Spring 2003

- Participated in sophomore field experience in a inner- city 6th grade Language Arts and Social Studies classroom.
- Developed and taught lessons in poetry, economics, and literary elements, while identifying key terms.
- Created economic unit using supply and demand. Incorporated whole and small group discussions.
- Assessed students through graphic organizers, character maps, and group projects- class store.

Related Experience

Achievement Center for Children - Strongsville, OH

Summer 2004

Worked as a camp counselor for Camp Cheerful, a camp for kids and adults with special needs. Took on many responsibilities including: direct care of campers, planning and implementing activities such as arts and crafts, and nature center, holding meetings with parents and staff. Demonstrated leadership skills while leading activities throughout the summer.

American Reads Program - Ashland, OH

2002-2004

Tutored 4th grade students to assist them in passing the proficiency tests. Met with supervisor and parents to discuss improvements in each student's preparation.

Coaching
Experience

Crestview Middle School - Ashland, OH
Head Middle School Wrestling Coach

2002- 2004

Instructed 10- 20 students in the sport. Implemented discipline. Evaluated performance. Planned practice schedule and content. Worked with Athletic Director to develop competition schedule. Ensured appropriate paper work was completed. Communicated with parents. Incorporated development of sportsmanship and proper nutrition.

Willard High School - Willard, OH
Assistant Wrestling Coach

2004- 2005

Volunteered as a wrestling coach. Instructed 35-40 wrestlers, mainly the upper weights from the 171-weight class to the heavyweight class. Organized individuals into groups during practice for drilling and live wrestling situations. Hands-on instruction working with individuals one on one, wrestling with them as well.

Professional
Involvement

Collegiate Middle Level Association (CMLA) Ashland University Chapter
National Middle School Conference - 2003
Ohio Middle School Association Conference - 2003 and 2004

Presentations

How to Develop and Operate a CMLA Chapter

National Middle School Conference - 2004
National Leadership Conference - 2005
Kentucky Symposium for Middle Level Professors - 2005

Honors

Dean's List Spring 2004 and 2005
AU Volunteer and Leadership Hall of Fame Award Nominee

Certification

Non- Violent Crisis Intervention

Joel P. Brown

354 Country Road, Youngstown, OH 00000 * (000) 000-0000 * joelpbrown@rr.world.com

OBJECTIVE

A mathematics or language arts teaching position within grades 4-9.

EDUCATION

Bachelor of Science in Middles Grade Education (5/05)

Concentrations: **Mathematics and Language Arts**

ASHLAND UNIVERSITY, Ashland, OH

Major GPA: 3.819 Cumulative GPA: 3.608

PROFESSIONAL ACHIEVEMENTS

National President: Collegiate Middle Level Association (5/03-4/05)

Presenter: National Middle School Association Convention (11/04)

National Middle School Association Symposium (2/05)

Kentucky Middle School Association Symposium (4/05)

TEACHING EXPERIENCE

ASHLAND MIDDLE SCHOOL, Ashland, OH

Student Teacher, 7th Grade Mathematics (11/04- 12/04)

- Taught 5 periods of theme-based mathematics to 7th grade students, incorporating curriculum such as fractions, probability, and factors.
- Utilized manipulatives such as Algebra tiles, game pieces, and world currencies to enrich the students' understanding of mathematical concepts.
- Incorporated technology in the classroom through calculators, video clips, and online grading/attendance programs.
- Teamed with 5 teachers of different disciplines to help facilitate student-led conferences, communication with parents, integration of curriculum, and consistent behavioral policies.
- Participated in a district employing the *Baldrige National Quality Program*.

Student Teacher, 7th Grade Language Arts (9/04- 11/04)

- Taught 3 double periods of integrated language arts to 7th grade students, including literature study, writing, and grammatical analysis.
- Created comprehensive literature lessons incorporating selections from novels, short stories, and plays.
- Encouraged practice of personal, analytical, and persuasive response to proactively engage students in writing lessons.
- Educated students on common sentence components by analyzing literature.

A.I. ROOT MIDDLE SCHOOL, Medina, OH

Junior Field Experience, 7th Grade Mathematics (2/04- 4/04)

- Planned and taught 4 blocks of 7th grade mathematics.
- Developed lessons focused on principles of geometry, rate of change and money management.
- Facilitated after school mathematics tutoring program to assist students in daily concepts.

CORNERSTONE ELEMENTARY, Wooster, OH

Sophomore Field Experience

5th/ 6th Grade Language Arts & Mathematics (10/02-12/02)

- Instructed students in concepts of geometry and linear functions.
- Led reading groups of 8 students in the study and interpretation of novels.

**RELATED
EXPERIENCE**

YMCA CAMP FITCH, North Springfield, PA

Director (Seasonal 6/03- 8/04)

- Developed age appropriate programs for 480 children, ages 11-12.
- Evaluated and provided motivation to 80 college age counselors.
- Implemented mediation strategies between counselors and executive management.

Counselor (Seasonal 6/97-5/02)

- Created innovative living and learning environment for 8 children per week.
- Instructed 200 children a week in swimming, archery, crafts, snorkeling, and rock climbing skills.
- Served as mainstream counselor for campers with diabetes, epilepsy, autism, and Down's Syndrome.

ASHLAND UNIVERSITY OFFICE OF RESIDENCE LIFE, Ashland, OH

Assistant Resident Director (8/03-5/04)

- Provided direct assistance to Resident Director through campus rounds, training and development, and hall work orders.
- Developed schedule for 8 Resident Assistants in order to monitor hall needs.

Resident Assistant (1/02- 5/04)

- Maintained a living/learning environment for 25 students throughout the academic year.
- Coordinated 9 floor programs that promoted character development among Ashland University students.

ASHLAND UNIVERSITY MATHEMATICS DEPARTMENT, Ashland, OH

Middle Grades Math Theory Tutor (9/02-5/03)

- Tutored students on a walk-in basis concerning concepts such as geometric and algebraic thinking, number theory and data interpretation.

AFFILIATIONS

National Middle School Association
Ohio Middle School Association
Collegiate Middle Level Association
Institute for Middle Level Education

**HONORS/
ACTIVITIES**

Dean's List - 6 semesters
Alpha Lambda Delta Honorary
Student Senate
Sophomore Representative, Judicial Affairs Officer, Parliamentarian
Mathematics Club
Residential Housing Association
Ashland University Wind Ensemble
Ashland University Marching Band/Concert Band
Student Leadership/Service Scholarship Recipient

SKILLS

Computer: Proficient in Microsoft Word, PowerPoint, Excel, Outlook, Access, Front Page, Microsoft and Macintosh Operating Systems, Smart Board
Language: Basic knowledge of the German language

Cassidy Clay

1229 Larwin Lane
Lexington, OH 00000

(000) 000-0000
clay1229@yahoo.com

Objective:

A Science and/or Language Arts teaching position, grades 4-9

Education:

Middle Grades 4-9 Science and Language Arts Teaching License 5/05
Bachelor's Plus Licensure Program
Ashland University, Ashland, Ohio

Bachelor of Science in Agriculture 6/79
Agronomy and Soil Science
The Ohio State University, Columbus, Ohio

Teaching Experience:

Student Teacher: Reading & English 7th grade 3/04-4/04
Crestline Middle School, Crestline, Ohio

- Instructed 72 seventh grade students in separate classes of Reading and English
- Established a classroom management plan with routines that maximized student involvement and cooperation and minimized disruptions
- Taught etymology vocabulary unit utilizing Greek and Latin word roots prefixes and suffixes
- Guided students with challenging prediction, discussion, comprehension and vocabulary activities during the novel unit of *The Giver* by Lois Lowry
- Designed lessons to enable students to work cooperatively in groups, pairs, and individually
- Created rubrics for use as assessment tools for writing, speech and project assignments
- Developed Cinquain poetry unit that integrated grammar lessons with writing creative poetry
- Introduced students to oral as well as written language activities with Demonstration Speech unit
- Included the use of innovative game activities such as "Paper Plate Spelling"
- Demonstrated excellent communication and interpersonal skills by working collaboratively and effectively with cooperating teacher
- Performed additional teaching responsibilities: homeroom and hallway monitoring duties

Long-Term Substitute/Internship: Science 7th & 8th grade 12/03-3/04
Crestline Middle School, Crestline, Ohio

- Selected for unique experience of independent student teaching with long-term substitute position
- Planned and implemented unit plans for 72 seventh grade Life Science students and 77 eighth grade Earth Science students. Unit topics: Earth structure, plate tectonics, evolution, and geologic time scale
- Developed unique assessments and integrated written, oral and model building skills for units
- Utilized National Science Teachers Association "scilink" Internet link to compliment learning activities
- Posed daily science journal questions used for review, background knowledge or new topic introduction
- Engaged students in hands-on lab activities that reinforced science principles
- Integrated current science events to emphasize relevance of class material to world beyond classroom
- Conducted live classroom demonstration of Monarch butterfly metamorphosis for student observation
- Expanded learning experience through community involvement by coordinating guest speakers
- Accommodated 15 inclusion students by collaborating daily with inclusion teacher and adapting lesson plans and assignments for individual IEP's
- Utilized Progress Book to record grades and post assignments and lesson plans to the web to keep parents informed with continuous updates on student progress and encourage open communication
- Participated in midterm parent/teacher conferences-met with parents and students to discuss progress and implemented improvement plans for students when needed
- Assisted and supervised student group preparing Future City science project model for state contest

Substitute Teaching Experience:

- | | |
|--|--------------|
| Ontario, Lexington, Clear Fork, Shelby, & Crestline Schools, Ohio | 3/01-present |
| Troup County Schools, LaGrange, Georgia | 3/99-11/00 |
- Taught all grade levels pre-K through 12
 - Followed lesson plans provided by teacher
 - Created lesson plans when necessary that could be adapted to a variety of grades and subjects
 - Demonstrated excellent rapport with students
 - Effectively addressed any behavior management problems in compliance with individual school policy
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Related Experience:

- | | |
|---|------------|
| Research Assistant to Geologist | 6/84-12/86 |
| Fargo Energy Corporation, Austin, Texas | |
| Cartographer | 9/80- 5/84 |
| Geomap Company, Houston, Texas | |
- Mapped subsurface geologic formations
-
-

Professional Membership:

- | | |
|---------------------------------------|-------------|
| Ohio Middle School Association | |
| • State Conference Attendee | 4/03 & 4/04 |
-
-

Volunteer Experience:

- Nature's Classroom Science Camp-chaperone for ten 6th grade girls, included two nights & three days outdoor group science experience
- School Health Clinic- once a week responsible for student health concerns & parent communication
- Girl Scout Leader and Cookie Chairperson
- Coordinated art and craft lessons at Girl Scout Camp-planned, purchased materials and taught two week sessions for up to 200 girls
- Parent Teacher Organization President-effectively collaborated with parents, administrators and teachers to coordinate funding allocations and enhance elementary school program
- Implemented Accelerated Reader Program for elementary school and created tiered reward system
- Fundraising Chairperson for PTO
- Organized school book fair
- Raemelon Therapeutic Equestrian Center-assisted children with disabilities during riding therapy

Erin J. Goosen

*289 Douglas Street * Lexington, Ohio 00000
goosenej@mindspring.com
(000) 000-0000*

OBJECTIVE

A position in a secondary school teaching social studies. Interested in coaching cheerleading and supervising service organizations.

EDUCATION

Integrated Social Studies Grades 7-12 Teaching License August 2005
Bachelor Plus Program
Ashland University, Ashland, Ohio

Bachelor of Arts in Social and Behavioral Science August 2001
Major: Criminology
The Ohio State University, Columbus, Ohio

TEACHING EXPERIENCE

Student Teacher – Grade 8 September–December 2004
Ontario Middle School, Ontario, Ohio

- Prepared and implemented lessons for U.S. History independently
- Constructed lessons using a wide variety of multimedia tools and resources
- Employed the Multiple Intelligences theory for assessment
- Worked with mentor teacher to implement behavior management policy and procedure
- Collaborated with teachers to promote cross-curricular learning
- Partnered with Inclusion staff to facilitate the needs of students with IEPs
- Participated in parent/teacher conferences both with mentor and independently
- Attended in-service and staff meetings on suicide prevention and curriculum alignment
- Assisted in field trip to Pioneer Joint Vocational School and various assemblies

Field Experience – Grades 8, 11, & 12 August-September 2004
Lucas High School, Lucas, Ohio

- Created, taught and assessed lesson plans in Sociology and U.S. History/Government
- Provided small group and individual instruction
- Utilized team teaching with mentor teacher
- Observed school staff meetings

Educational Aide/ Social Studies Teacher September 2003-June 2004
Raemelon Day Services Youth Partial Hospitalization Program, Mansfield, Ohio

- Coordinated, directed, and evaluated lesson plans based on the State of Ohio Social Studies Curriculum Standards for grades 3-8
- Provided support in all subject areas, including one-on-one, small, and large groups
- Assumed responsibility for classroom behavior management for children with severe emotional disturbances and/or learning disabilities
- Facilitated entrance/exit achievement testing for all students using the Woodcock-McGrew-Werder Mini-Battery Achievement Testing
- Communicated effectively with educational staff, mental health staff, and parents/guardians of students
- Organized and arranged classroom environment creatively to promote educational stimulation and knowledge retention

RELATED EXPERIENCE

Social Worker October 2001-September 2003 & June–August 2004

The Center for Individual and Family Services, Mansfield, Ohio

- Managed caseload of mentally ill/ emotionally challenged children and adolescents
- Completed intake interviews, needs assessments, and case analyses
- Acted as liaison between The Center and other area agencies (Juvenile Court, Children's Services, etc.)
- Monitored educational groups about mental illness
- Served as client/family advocate
- Represented clients during the identification and individual education plan process
- Devised and instructed curriculum for social skills groups to children ages 5-9
- Integrated self-created Social Studies curriculum into summer program for children with Severe Emotional Disabilities
- Performed crisis assessments for children classified as suicidal, homicidal, and/or psychotic

COMPUTER SKILLS

Skilled in NCOCC- Progress Book

Proficient with Microsoft Windows 95,98, 2000 and XP

Microsoft Excel, PowerPoint, Front Page & Access

Netscape Composer & Web Page Design

Hyperstudio

Internet and various educational software

KIMBERLY KASSE

34B Liberty Street
Cleveland, Ohio 00000
(000) 000-0000 Home
(000) 000-0000 Cell
kassekim@yahoo.com

OBJECTIVE

Physical Education Teaching Position

EDUCATION

Physical Education Teaching License K-12	2005
Bachelor Plus Program	GPA 3.4
Ashland University, Ashland, OH	
Bachelor of Science in Recreation Administration	2003
Minor: Wellness	GPA 3.9
Ashland University, Ashland, OH	

TEACHING EXPERIENCE

Student Teacher - Ontario Middle School, Ontario, Ohio Spring 05
Performed daily assessments on learning. Wrote lessons that targeted cognitive, psychomotor and affective domains. Established and maintained positive rapport with students throughout the school year. Modified plans to meet the needs of individual students. Experienced working with Adapted Physical Education classes. Designed and implemented cooperative learning lessons. Supervised various classrooms during study halls and testing.

Student Teacher - Wooster Elementary School, Wooster, Ohio Spring 05
Implemented a new classroom management system for all grades. Planned and executed a unit on aerobic fitness. Checked to see if learning was occurring by using various forms of assessment techniques. Wrote lessons geared toward the NASPE standards of Physical Education.

Field Experience - Northwestern Middle School, West Salem, Ohio Fall 04
Brinkerhoff Elementary, Mansfield, Ohio
Perryville Junior High, Loudonville, Ohio
Planned and implemented a unit on basketball and many other lessons to 7th and 8th graders. Assisted teachers with classroom management on a daily basis. Used various formal and informal assessment techniques. Taught lessons to grades 3-5. Planned and implemented numerous lessons on hockey, throwing, soccer, softball, and wellness.

Substitute Teacher - Ashland City School District Spring 04
Substituted for various grades and different subjects. Implemented planned lessons and maintained positive classroom environment.

COACHING EXPERIENCE

Ashland University Assistant Swim Team Coach 9/03-6/05
Instructed NCAA Division II swimmers in skills, competing and techniques. Recruited athletes to come to the university. Coached over 25 hours a week.

Summer Swim Team Coach 99-03
Coached and ran swim meet for children ages 6-22

RELATED EXPERIENCE

Ashland University Swim School

Fall 04-Spring 05

Developed and helped implement a swim lesson program to get Ashland. Swimming Program name out in the community and increase an interest in competitive swimming.

Swim Lesson Instructor & Assistant Pool Manager

1997-2004

Bedford Recreation Department, Bedford, Ohio

Life guarded and taught swim lesson to children ages 3-17. Coached a summer swim team of over 50 children ages 5-22. Managed pool facilities.

HONORS AND ACTIVITIES

Ashland University Presidential Scholarship

Eagle Scholar

Ashland University Swim Team

9 Time Swimming All-American

2 Time conference All- Academic

2 Time Varsity Swim Team Captain

Ashland University Swim Team Record Holder in 3 events

2 Time Female Athlete of the Year Nominee

2 Time Conference Swimming Champion

Swimming Scholarship

Sports Science Club

Delta Zeta Sorority

COMPUTER SKILLS

Microsoft Word

Excel

PowerPoint

Microsoft Publisher

Microsoft Access

Progress Book

Joanna Kale

Permanent: 4749 Washington Street, Dublin, OH 00000 * (000) 000-0000
Present: AU Box 000, Ashland, OH 00000 * (000) 000-0000 * jkale@ashland.edu

Objective	A position as an Intervention Specialist
Education	Bachelor of Science in Education May 2005 License: Intervention Specialist-Moderate/Intensive (K-12) Ashland University, Ashland, OH
Teaching Experience	Student Teacher – grades 7-8 Multiple Disabilities Spring 2005 Ashland Middle School, Ashland, OH *Reviewed 3 students' IEPs and files in order to gain knowledge about them and differentiate their instruction *Created and utilized a behavior management plan that used a reward system of payment for appropriate behavior *Collaborated with general education staff to ensure the effectiveness of the behavior management plan outside of the classroom *Evaluated alternate assessment portfolios in a district-wide workshop *Developed lesson plans that incorporated students' individual needs and IEP goals. *Monitored student progress through formal and informal assessments Senior Field Experience – grades 1-5 Severe Emotional Disturbance Garfield Elementary School, Medina, OH Fall 2005 *Assessed a new student's current level of knowledge in math *Implemented a leveled behavior program in the SED setting *Recorded daily data on each student's behavior *Instructed students in math and language arts *Accompanied a 5 th grade inclusion class on a field trip to a health museum Junior Field Experience – grades 9-12 Learning Disabilities Ontario High School, Mansfield, OH Spring 2004 *Created and taught lesson plans to 5 students in a 10 th grade pull-out American History class *Attended two IEP meetings for students with mild needs *Supervised 9 students in grades 9-12 and assisted when needed in an academic intervention setting *Collaborated and co-taught a unit on interacting with students with severe disabilities *Generated and taught an instructional unit on the 1980s Learning Club – grade 3 Eastview Elementary School, Mansfield, OH Fall 2003 *Assessed current progress levels of six students who are "at-risk" by conferencing with parents, reviewing files, and observing them in their classroom setting *Evaluated student learning styles by using a multiple intelligence survey *Created and taught lesson plans on reading comprehension, math, and social skills *Collaborated with co-teacher to create lesson plans *Judged student progress after the program was complete

WENDY MICHAELS

45 Camel Road, Madison, OH 00000* (000) 000-0000* wendy370@yahoo.com

OBJECTIVE

A position as an Intervention Specialist Mild/Moderate K – 12 or Reading Specialist

EDUCATION

Bachelor of Science in Education

License: **Intervention Specialist Mild/Moderate K-12**

Endorsement: **Reading K-12**

Ashland University, Ashland, OH

August 2005

GPA: 3.838

Associate of Applied Science Degree

Certificate: **Educational Assistant**

North Central State College, Mansfield, OH

June 2003

September 2002

TEACHING EXPERIENCE

Student Teacher

Grades K – 2 CD

Mifflin Elementary, Madison School District, Mansfield, OH

- * Generated a Language Arts Unit on Social Interactions.
- * Performed administrative duties such as: attendance, lunch count, weekly/monthly good citizen awards.
- * Incorporated students' IEP goals in lesson plans.

Spring 2005

Learning Club Field Experience

Grades 5 and 6 - After school intervention

Eastview Elementary, Madison Local Schools, Mansfield, OH

- * Conducted parent interviews to develop program goals.
- * Developed and implemented lessons in an after school program for students at risk.
- * Integrated State Content Standards into lessons.
- * Created rubric for all assessments to communicate expectations.
- * Prepared and implemented a behavior management plan.
- * Collected data and compiled progress reports for parents and classroom teachers.

Fall 2004

Intervention Specialist/Multicultural Field Experience

Grades 2 and 3 - CD

Springmill Elementary, Mansfield City Schools, Mansfield, OH

- * Created and taught lessons in math and language arts.
- * Monitored and maintained classroom rules and behaviors.
- * Provided small group and one-on-one instruction as needed.
- * Performed office tasks as needed.

Spring 2004

Junior Field Experience

7th grade - Science

Shelby Middle School, Shelby, OH

- * Designed and taught lessons in life science.
- * Graded and recorded student work.
- * Developed and taught one lesson on writing business letters.
- * Participated and worked cooperatively with CARS team staff members.
- * Guided small group and one-on-one instruction during intervention.

Fall 2003

Sophomore Field Experience

10th grade - English

Crestview High School, Mansfield, OH

- * Designed and taught lessons in Language Arts.
- * Team created and taught one lesson with a Peer Teacher.

Fall 2003

RELATED EXPERIENCE

Paraprofessional/Teacher's Aide

Madison Local School District, Mansfield, OH

- * Preschool Aide
- * SED Aide
- * Substitute Aide

1999 - 2003

2000 - 2003

1999 - 2000

1997 - 1999

Teacher's Aide

Grade 3

Madison Summer Reading Program

- * Assisted the teacher with small group readings
- * Performed office tasks as needed
- * Took attendance
- * Provided small group and one-on-one instruction

Summer 2003

Madison Local School District

- *Volunteer Coordinator – Madison South Elementary
- *Volunteer – Madison South Elementary
Madison Junior High School

1996 - 2000

1994 - 2004

2001 - Present

CERTIFICATIONS

Crisis Prevention Intervention
CPR, AED, and First Aid

PROFESSIONAL ORGANIZATION

Council for Exceptional Children

TECHNOLOGY SKILLS

Microsoft Word
Internet

Microsoft Excel
Grade Book

Power Point
Digital Camera

Boardmaker
Parent Brochures

HONORS/ ACTIVITIES

Kappa Delta Pi - Ashland University Education Honorary
Phi Theta Kappa – North Central State College Education Honorary
Dean's List

CHARLES G. GORDON

675 Charles Street ♦ Willard, OH 00000 ♦ (000) 000-0000 ♦ cgg@hotmail.com

OBJECTIVE

To obtain an assistant middle school principal position

EDUCATION

Master of Educational Administration 8/04
Principal (4-12) License GPA 3.945
Ashland University, Ashland, OH

Bachelor of Elementary Education 5/98
Elementary Education (1-8) License GPA 3.50
The University of Toledo, Toledo, OH

ADMINISTRATIVE EXPERIENCE

Intern, Berlin-Milan Middle School and Edison High School, Milan, OH 6/03 – 05/04

- ♦ Helped with teacher supervision, support, and evaluation
- ♦ Assisted with student discipline
- ♦ Created homework web page for students, parents, and staff
- ♦ Revised student handbook
- ♦ Consulted with principal in development of building budget
- ♦ Researched technology for administrative assistance
- ♦ Helped prepare EMIS reports
- ♦ Drafted master schedule
- ♦ Participated in curriculum alignment meetings

District Web Administrator, Berlin-Milan Local Schools 05/05- Present

- ♦ Redesigned district website
- ♦ Maintained and edited the district webpage
- ♦ Assigned to implement and provide training for district staff on web-based components

TEACHING EXPERIENCE

Berlin-Milan Middle School, Berlin Heights, OH 08/00-Present
6th Grade Computer Applications Teacher

- ♦ Taught keyboarding, Office XP: Word, Access, Outlook, Excel, Publisher, PowerPoint, Internet Explorer, Front Page, and applied technology modules for career based learning
- ♦ Evaluated student learning through original and standardized assessments
- ♦ Realigned technology curriculum for the middle school
- ♦ Directed district staff in training for Progress Book and new technology for the district
- ♦ Supervised the 8th grade technology club
- ♦ Designed and updated middle school web page
- ♦ Created a DVD yearbook for the middle school

Green Springs Elementary, Green Springs, OH 08/98-07/00
5th Grade Teacher

- ♦ Educated 26-28 students in math, social studies, science, language arts, and health
- ♦ Implemented behavior-based classroom management strategies
- ♦ Held parent / teacher conferences
- ♦ Helped implement Everyday Math program to 5th grade students
- ♦ Created innovative lessons utilizing technology

TECHNOLOGY EXPERIENCE

Macintosh, IBM compatible, Windows, Microsoft Client, Hyper Studio, Adobe (PhotoShop, PageMaker), Macromedia (Flash, Dreamweaver), Microsoft Office, Novell Client, Symantec Network Antivirus, Progress Book, Pinnacle, and various educational software,

COACHING ACTIVITIES

Berlin-Milan Local Schools

Football

- ◆ Head 8th grade coach 07/03-Present
- ◆ Head freshman coach, varsity assistant 08/00-07/03

Basketball

- ◆ Head JV girls coach 07/02-Present
- ◆ Head Freshman girls coach 08/00-07/02

Track

- ◆ Assistant 7th & 8th grade coach 07/01- Present

Clyde-Green Springs Exempted School District

Football

- ◆ Head 8th grade coach 07/99-07/00
- ◆ Head 7th grade coach 08/98-07/99

Basketball

- ◆ 5th and 6th grade boys coach 08/98-07/00

Genoa Public Schools

Football

- ◆ Assistant varsity coach 07/97-07/98

COMMITTEE ACTIVITIES

Berlin-Milan Local Schools

- ◆ Curriculum Committee for Technology K-12 09/00-Present
- ◆ Technology Planning Committee 08/01-Present
- ◆ 6th Grade Team Member 08/00-Present

Clyde-Green Springs Exempted School District

- ◆ Science Curriculum Review Committee for 5th and 6th grades 12/98-06/99
- ◆ 5th Grade Team Member 08/98-06/00

How to Write a Cover Letter

A cover letter is a professional business letter which accompanies your resume any time you mail or hand deliver your resume to a school district. The only time a cover letter does not accompany a resume is when you attend a job fair or you are bringing your resume to an interview. While a resume states the facts about your education and experiences, a cover letter introduces yourself to an employer and discusses your qualifications for a position. You should spend a significant amount of time writing your cover letter. The same font should be used for both your resume and cover letter. Print your cover letter on the same professional quality paper as you did your resume. Use the following template to understand more about the format and content of a cover letter. Sample cover letters are listed on pp. 37-44, and many cover letter examples are available in the Career Development Center.

your street address
your city, state zip code

today's date

name of person
title
school
street address
city, state zip code

Dear (name of person):

1st Paragraph

- State why you are writing (to apply for a specific position)
- Tell how you learned of the position (if you know and are not just applying directly to a school district)
- Discuss why you want to work for that school district and why you would be able to make a contribution (show you have done research about the school and understand why it would be a good place to work)

2nd Paragraph

- Cite your qualifications for the position
(Answer this question- What education, experience, skills and qualities do you have that are needed for the position? Incorporate those ideas into this paragraph and back them up with examples, but don't repeat your resume. Instead allude to the qualifications you possess which will entice the reader to want to look at your resume.)

3rd Paragraph

- State what documents are enclosed with the letter (i.e. resume, references)
- Ask for an interview
- Give a plan of action as to the next step (will you call them and follow up or should they call you?)

Sincerely,

Your Name Signed

Your Name Typed

Enclosure(s)

224 Main Street
Delaware, OH 00000

May 9, 2005

Neal Handler
Assistant Superintendent
Marysville Schools
1000 Edgewood Drive
Marysville, OH 43040

Dear Mr. Handler:

I am writing to apply for an early childhood education teaching position posted on the Marysville School District website this past week. It is my desire to educate and empower my students with the skills to become the best learner and community member they are capable of becoming. Marysville is a growing district with many different cultures represented. Because I accept, understand, and respect all children, their unique qualities, and their individual learning style I can make a difference in the lives of your students by becoming a teacher in your district.

I will complete my Bachelor's Plus Early Childhood Education classes in July at Ashland University and will receive my Pre-K-3 license in early August. My experience includes teaching children of many skill levels, socio-economic backgrounds, and cultures. I use interactive, child-centered, hands-on activities that allow students to experience success in learning as my core teaching method. In order to motivate students I employ an effective classroom management plan in which students are given guidelines, rewards and consequences. My lessons and objectives are in accordance with the Ohio Academic Content Standards and assessments are aligned with my objectives. I believe every lesson objective should be clear, precise and told to the students in order that learning is purposeful. I also believe that each student must be actively engaged in learning on visual, auditory, and kinesthetic levels.

Enclosed please find a copy of my resume, transcripts and Praxis II scores. I would appreciate an interview with you in consideration of a primary elementary position with your district. Please call at your convenience to schedule an interview. My home telephone number is (000) 000-0000. If there is any other information you need, please do not hesitate to let me know.

Sincerely,

Jill L. Brown

Enclosure

2981 James Street
Mayfield Heights, OH 00000

May 2, 2005

Dr. Annie Laura Pickett
Human Resources Department
Kannapolis City Schools
100 Denver Street
Kannapolis, NC 28083

Dear Dr. Pickett:

I am writing to express my interest in an Elementary Teacher position beginning August 2005. I was able to interview with Mr. Lex Graham at the Education Expo Job Fair in mid-April and was impressed with the mission and quality of education provided in the Kannapolis City Schools. Working in a school dedicated to providing the highest possible quality of education and a caring learning community is of great interest to me. In reading your school district literature, I learned about your belief in working closely with families and the local community. Throughout my experiences I have found how truly priceless family involvement can be to the educational process. While completing a minor in Child Development, a great deal of my work focused on creating a program for parents designed to not only keep them informed about what takes place in the classroom, but also to teach parents about relevant issues for children and families.

During my time at Ashland University, I have been a highly involved and enthusiastic student – in and out of the classroom. High academic achievement has always been of the utmost importance to me and I am proud of my 3.92 grade point average. In addition to my classroom experiences, I have had four field experiences working with professionals and children in a variety of classroom settings, including an inner city kindergarten classroom, a Catholic school, tutoring in a rural school, and student teaching in a suburban school. All of these experiences have taught me the great importance of developing programs that are suited specifically for each student in order to help him/her learn to his/her fullest potential. Outside of the classroom I have been dedicated to providing service to the campus as well as the local community, all while balancing the demands of my course work.

My resume and application packet are enclosed for your review. I will forward an updated copy of my college transcripts upon completion of my degree. Two recommendation forms have been included in this packet and the third should arrive shortly, directly from the reference writer. I am interested in meeting with you to discuss my qualifications for a position in the Kannapolis City Schools and will be in the area on May 20 and 21 should you be available. I will contact you next week to follow up on this letter. Thank you for your consideration.

Sincerely,

Laura J. Lemmick



Terri M. Edwards

35 Center Street ~ Ashland, OH 00000 ~ (000) 000-0000 ~ edwards27@yahoo.com

May 17, 2005

Mr. Bob Glassburn
Assistant Superintendent
Jackson Local Schools
7984 Fulton Drive NW
Massillon, OH 44646

Dear Mr. Glassburn:

I am writing to express my interest in acquiring an Early Childhood Education (K-3) teaching position with the Jackson Local Schools. Through the Jackson Local Schools' website, I have become aware that the mission statement of your district and my teaching philosophy are direct reflections of one another. I have also found that you employ only the most qualified teachers and that they are encouraged to strive for excellence in all areas of the classroom. I am confident that my qualifications, experiences, and attributes would make me a great asset to any of your elementary schools.

Through my coursework and field experiences at Ashland University, I have learned various teaching strategies as well as different ways to assess students. I am able to effectively develop lessons that are aligned with Ohio's Content Standards and that incorporate children's IEP goals. My field experiences quickly taught me how to effectively manage a classroom. Furthermore, my employment experiences as well as my leadership roles in Kappa Delta Pi and Eagle Educators have allowed me to gain additional experiences working not only with children but also adults. These experiences have allowed me to further strengthen my communication, cooperation, organization, supervision, and leadership skills. Finally, my 3.98 grade point average demonstrates that I am a passionate and dedicated individual that is very committed to academics and the teaching profession.

Along with this letter, I have enclosed my application, resume, transcript, and four letters of reference. As soon as I receive my teaching license, I will forward a copy to you. In the meantime, I would greatly welcome the opportunity to interview with you.

Sincerely,

Terri M. Edwards

HEATHER CLARK

3465 State Route 45 * West Chester, Ohio 00000 * (000) 000-0000

hclark99@msn.com

March 19, 2005

Mr. Robert Winterberger
Principal
Union Elementary School
8735 Cincinnati-Dayton Road
West Chester, Ohio 45069-3136

Dear Mr. Winterberger:

I am writing to express interest in the available second grade position in your building. I am interested in working for Lakota Local Schools because of the commitment to student success as well as the strong partnership among the district, home and community.

I graduated cum laude from Ashland University in May 2004. In the spring of 2004 I completed my student teaching for Mapleton Local Schools in the third grade. While in the classroom, I based my instruction on the Ohio Academic Content Standards. I also made daily accommodations for students with special needs. In addition, I completed over 590 field hours with 150 of these hours being devoted to teaching reading and writing. These experiences allowed me to put to use the instruction received in the college classroom as well as help me to develop my classroom management skills. I have continually obtained opportunities to work with children as evidenced by my work as a tutor and my many years with Rainbow Child Development Center, where I am now the lead preschool teacher. I now hope to move into my next phase of teaching in a K-3 classroom.

Enclosed is a copy of my resume. My complete application file is available at your Central Office. I would be interested in meeting with when you begin the interview process and can be reached at 000-000-0000. Thank you for your consideration.

Sincerely,

Heather Clark

Joel P. Brown

354 Country Road, Youngstown, OH 00000 * (000) 000-0000 * joelpbrown@rr.world.com

May 19, 2005

Monty L. Perry
Principal
Ontario Middle School
447 Shelby Ontario Road
Mansfield, OH 44906

Dear Mr. Perry:

It is with great interest and enthusiasm that I am applying for a middle school mathematics or language arts teaching position for Ontario Middle School. I hope to incorporate my degree in Middle Grades Education (4-9 mathematics and language arts) and experience with adolescents to challenge and support students in either subject area. I am confident that I will be able to serve as an excellent teacher and mentor for the students of your school.

As a student at Ashland University and a director at Camp Fitch, I have been preparing to teach middle grade students for the last several years. During my student teaching experience at Ashland Middle School, I had the opportunity to teach both mathematics and integrated language arts in a strong teaming environment. In addition to my three classroom teaching experiences, I facilitated an after school tutoring program, organized an academic field trip, and attended school sponsored activities. I have also incorporated my teaching interest into my extracurricular and employment activities in college, serving as the national president of the Collegiate Middle Level Association and as a middle grades director at Camp Fitch.

I am a very enthusiastic and creative teacher who enjoys incorporating new methodologies and activities to help engage students in academic concepts. As a student teacher at Ashland Middle School, I was able to establish a rapport with my students which allowed them to learn models and ideas quickly and thoroughly.

My resume, transcripts, and Praxis scores are enclosed. I know that my education and experience would make me a great asset to Ontario Middle School and would appreciate the opportunity to further discuss my qualifications and your school system. I can be reached at (000) 000-0000.

Thank you for your time and consideration.

Sincerely,

Joel P. Brown

Enclosure

289 Douglas Street
Crestline, Ohio 00000

March 21, 2005

Michael Ziegelhofer
Superintendent
Lexington Local Schools
111 Clever Lane
Lexington, Ohio 44904

Dear Mr. Ziegelhofer:

I would like to be considered for a teaching position within the social studies department at either the junior high or high school level. As a Lexington alumnus and resident, I am familiar with the excellence that your district provides to both its students and the community. It is this tradition of excellence that drives me to become part of your teaching staff. I am highly invested in this community and specifically within this school district, making Lexington my first choice in my education career.

I am currently a Bachelor's Plus student at Ashland University having previously earned my Bachelor's Degree in Social and Behavioral Sciences. My licensure in Integrated Social Studies, grades seven through twelve, is forecasted for this summer, and my social studies content area Praxis score was 17% higher than the highest average passing score. My previous experience includes social work and as a classroom assistant/ social studies teacher in a Youth Partial Hospitalization Program. Having a background in these areas has given me the confidence and tools to create a positive and challenging learning environment suited for your district. I look forward to the opportunity to be involved with extracurricular activities and community service organizations as well as volunteering for any needed tutoring for the Ohio Graduation Test. My student teaching experiences have included both middle and high school ages in a variety of subjects within social studies. As a student teacher, I was also given the opportunity to attend several workshops including Preparing for the OGT, held in the fall through Mid-Ohio Educational Service Center. To continue improving professionally, I will be attending several workshops this summer including History Alive through MOESC, and have applied to participate in the 2005 Ashbrook Teachers Institute through the Ashbrook Center at Ashland University. Most recently, I have substituted within your district, which has reaffirmed my goal of becoming part of your team.

Enclosed with this letter are my resume and professional references. Mr. Ziegelhofer, I ask you for an interview so that I can further explain my qualifications and dedication to your district. I will call your office within a week to follow up on this letter. Your time and consideration is sincerely appreciated.

Respectfully,

Erin J. Goosen

WENDY MICHAELS

45 Camel Road, Madison, OH 00000* (000) 000-0000* wendy370@yahoo.com

May 12, 2005

Mr. Robert Lake
Principal
Ashland High School
1440 King Road
Ashland, OH 44805

Dear Mr. Lake:

I am seeking a teaching position as an Intervention Specialist Mild/Moderate with Ashland City School District. Specifically, I would like to apply for the Learning Disabilities Individual/Small Group Instructor position available at Ashland High School. It is my goal to help all students meet their individual educational needs and reach their full potential as life long learners. I have recently completed my student teaching at Mifflin Elementary School in the Madison Local School District and have passed all required Praxis tests. I am also certified in Crisis Prevention Intervention (CPI), CPR, AED, and First Aid.

In addition to my education and field experiences at Ashland University, I have 6 years of classroom experience as an Educational Assistant with Madison Local School District. Through my classroom experiences, I have worked with a wide-range of students with special needs including students with autism, learning disabilities, cognitive disabilities, and emotional disturbances. I am dedicated to meeting the needs of all my students and have the skills to make the modifications necessary to help them achieve their goals and experience success in an inclusion or pull-out classroom. My strengths include integrating technology in the classroom and making modifications to meet the individual needs of students in the classroom.

Enclosed is my resume and application. Letters of recommendation will be provided upon request. I would appreciate the opportunity to interview with you regarding employment with Ashland City Schools. I look forward to hearing from you.

Sincerely,

Wendy Michaels

Enclosures

June 4, 2005

Sherry Lekan
Westlake City Schools
27200 Hilliard Blvd.
Westlake, Ohio 44145

Dear Ms. Lekan:

I am writing to apply for the Assistant Middle School Principal position for the 2005-2006 school year. This position came to my attention from the posting on your website. I believe in your mission and philosophy of empowering students to by providing meaningful learning experiences and feel that my knowledge and experience at the middle school level would be an asset to your school system.

As a leader, I am a sincere, caring individual who values collaboration and influencing teachers by involving them in school-based decision making. I am also an advocate for improving and incorporating technology into all aspects of the educational process. I feel that an effective principal creates a positive school culture and is a supporter of a professional learning community. The expectations a principal holds for both students and teachers is positively related to academic success. My seven years of teaching experience as well as my administrative experience would allow me to contribute positively to the management of your middle school.

Thank you very much for taking the time to consider my qualifications and candidacy. My resume is enclosed and I will forward my letters of recommendation as soon as possible. I look forward to hearing from you.

Sincerely,

Charles G. Gordon

Portfolios

During the interview process, you may want to use a portfolio to demonstrate your abilities as a teacher or administrator. Use your portfolio appropriately as an enhancement to your interview, not in place of articulating well-constructed interview answers. The typical time to utilize your portfolio is when you are using an example in your interview answer and information about that example is in your portfolio. You could say for instance: *"I developed my own classroom management system, and that system is detailed in my portfolio if you would like to see it."* If the chance to utilize your portfolio does not happen during the interview, you can also say at the end of the interview: *"I brought my portfolio with me. Would you like to review it?"* Do not be offended if the interviewer declines your offer. Some administrators are interested in seeing an applicant's portfolio and others aren't. If you have one though, it shows you are well prepared and proud of the work you have accomplished. To develop a portfolio, follow these guidelines regarding format and content.

PORTFOLIO GUIDELINES

- ◆ Use a binder no more than 1.5 inches.
- ◆ Use a plastic sheet for everything you include in your portfolio.
- ◆ Use appropriate holders for technology (i.e. disks, CD ROMs, video tapes) so they will stay in place.
- ◆ Develop a professional cover for your portfolio.
- ◆ Create a table of contents and use labeled dividers for each section.
- ◆ Keep the originals of everything separate from your portfolio.

NOTE: Don't pay too much for your binder or inserts. Professional doesn't necessarily mean expensive. An interviewer may ask you to leave your portfolio and pick it up later. By making sure you do not have any originals in your portfolio, you will alleviate a lot of worry in case your portfolio gets misplaced or you need it for another interview.

- ◆ Ensure your portfolio is professional, neat, organized, easy to read, error free, and focused to the job.

PORTFOLIO CONTENT

A portfolio is typically made up of two sections, a personal section and an examples section.

Personal Section (should include):

Resume
Philosophy of Education
License
Letters of Reference
Student Teaching or Internship Evaluations
Transcripts
Praxis Scores
Fingerprint Results
TB Test Results

Examples Section

This section should change based on the specific position you are interviewing for and can include:

A. Planning

Lesson Plans
Units- Thematic, Interdisciplinary, Content Focused
Bulletin Board/Displays
Learning Centers
Learning Activities

B. Work Samples

Limited Examples of Student Work
Aggregate Reports of Evaluations

C. Other

Learning Environment Plans
Class Management Plans
IEP Examples
Parent/Caregiver Communication

Job Searching Within A Specific Geographic Radius (Within Or Outside of Ohio)

The following strategies will be useful to you if you are geographically limited in your job search (i.e. you are not planning to leave your home and need to search for a job within a certain distance from your house or you are moving to a new location and need to find a job within a specified distance from that new location).

DIRECT CONTACT

Call the central office of each school district in which you are interested. You can apply directly to a school district whether or not a position has been posted. Ask about the specific procedures to follow to ensure your application file is complete and request an application if appropriate. Follow those procedures. Also ask how/where open positions are advertised so you know where to look for any vacancies that could come open in the future. Within two weeks of sending in your application materials, call the school district to follow up and ensure that all of your application materials have been received and your application file is complete. You can also send a resume and cover letter specifically to the principal of the school(s) where you would like to work and indicate in the cover letter that your complete application materials are on file with the central office of the school district.

NETWORKING

By talking with people in the school district(s) where you would like to teach, you may learn of positions which are available. Once you know of open positions, follow the procedures listed above to make sure your application materials are on file with the school district. You can also mention in your cover letter the specific person who informed you of the available position. Be sure to follow up appropriately once you have sent in your application materials.

You should also talk with everyone you know to make them aware that you are searching for a teaching position. Although they may not be in the field of education, they may know someone who is and connect you with that person.

JOB FAIRS

Job fairs are an excellent way to meet numerous employers all in the same day. Investigate the schools who will be participating to determine if it would be worth your while to attend the fair. The Career Development Center co-sponsors job fairs each spring for education majors. Visit the Career Development Center website for detailed information about these events and to learn about registration procedures and professional standards for job fairs. See p. 51 to learn about how to make the most of a fair.

DIRECTORY OF CANDIDATES FOR TEACHING & ADMINISTRATION

This Directory is mailed each spring to ALL of the principals and superintendents in Ohio and interested school districts outside of Ohio. It lists those students who have received a new license and are eligible for employment for the upcoming academic year. To have your information included in this Directory, you must meet the eligibility criteria and complete a registration form by the established deadline which is typically February 1. This Directory is a cooperative effort between the Career Development Center and the College of Education to market graduating students to prospective employers.

RESUME REFERRAL/JOB POSTINGS

The Career Development Center utilizes eRecruiting, an on-line system for students to view available positions received by the office and to post their resume for employers to see. In order to become active in the eRecruiting System, students must make an activation request. Visit the Career Development Center website at <http://www.ashland.edu/cardev/job-erecruiting.html> to learn more about the eRecruiting System and how to register for it.

INTERNET

The Internet can provide a great deal of information for job seekers. Many websites exist which list teaching and administrative positions. In addition, you can post your resume to some websites. School districts may also utilize the Internet as a method of application. It is also helpful to use the Internet to conduct research on a school district. Visit <http://www.ashland.edu/cardev/links.html> to discover links to education-related websites.

CAREER ADVISORY NETWORK

The Career Advisory Network maintains a listing of alumni who are willing to talk with current students about their career endeavors. This opportunity allows students to be connected with alumni who match the student's geographic, major and/or career interests. Students can then contact the alumni to find out information regarding their career or geographic location of choice. The system is all online and contact with alumni is made through e-mail. The Career Advisory Network website can be found at <http://www.ashland.edu/cardev/cdm-can.html>.

REFERENCE USA

Reference USA is an on-line database of more than 12 million organizations. By using this tool, you can search for schools all over the country in order to find contact information. When you utilize the system, type "schools" as the search criteria and discover the schools in a certain geographic area such as by zip code, county or state. This tool will be especially effective if searching for a position in another state. Reference USA can be accessed by visiting the Career Development Center website and clicking on the "Job Search Strategies" tab. If accessing it from off campus, you will need to enter your name and your student ID number. If you are a graduate and do not have an active student ID number, contact the Career Development Center to gain access to the system.

Job Searching in Ohio

If you are searching for a position in Ohio, these specific resources may be of assistance to you in your search. You will also want to use the job search strategies listed in the previous section on pp. 46-47 because you are geographically limited in your search.

OHIO DEPARTMENT OF EDUCATION ON-LINE APPLICATION/JOB VACANCY POSTING SYSTEM

In 2003, the Ohio Department of Education implemented a state-wide on-line application system. You are encouraged to utilize this system as another job search strategy, although this system should not be used as your only method to apply for education positions. School districts are encouraged to utilize this system, but they are not required to, so you will still need to contact school districts individually to determine the application procedures for each district. The website for the state-wide application system can be found at <http://www.ode.state.oh.us/jobs/>. This website also lists positions that have been posted by school districts.

OHIO EDUCATIONAL DIRECTORY

The *Ohio Educational Directory*, published by the Ohio Department of Education (ODE), lists the contact information for all of the schools in Ohio and can be a very helpful resource for job seekers. A copy is available in the Career Development Center, or you can contact the ODE directly at (614) 728-5314 to order a copy for yourself. Information contained in the Directory is also available on-line through the Ohio Educational Directory System (OEDS) at <http://www.ode.state.oh.us/data/OEDdistbuild.asp>.

EDUCATIONAL SERVICE CENTERS (ESC)

Some local school districts utilize educational service centers to assist them with their hiring processes. So, instead of applying directly to a school district, candidates apply to the educational service center. This allows you to be considered for employment for all the schools who utilize that particular educational service center. Contact information for educational service centers can be found in the *Ohio Educational Directory*.

Job Searching Out of State

If you are considering moving out of state and want to apply for teaching positions, the following strategies will be useful to you.

APPLYING FOR LICENSURE OUT OF STATE

Contact the Ashland University Teacher Testing & Licensure Department as soon as you know you are going to be looking for an out-of-state teaching position to learn what you will need to do to in order to receive your teaching license in another state. Begin this process early, so you understand the steps involved in securing a teaching license for another state. It will be easier to secure an out-of-state teaching license if you obtain your Ohio teaching license first.

You should also visit the Department of Education website for the state(s) you are interested in to learn about the procedures to receive a teaching license in that state. Visit www.nasdtc.org/state_info.tpl and click on the state of interest to get contact information for the appropriate state Department of Education. Contact the appropriate state government office to secure an application form. You may be required to take additional exams or complete some other type of process prior to being eligible for licensure in that state.

STATE-WIDE ON-LINE APPLICATION SYSTEMS

Many states are moving to a state-wide application system. Search the state Department of Education website to see if such an application system exists for the state(s) where you would like to work. Follow all directions carefully to ensure your application is complete and will be considered.

STATEWIDE JOB POSTING SYSTEMS

Some states may have a website that lists open teaching positions. Many times they are linked with the statewide on-line application system. Search the state's Department of Education website to see if there is a centralized job posting system.

JOB FAIRS

The Career Development Center sponsors two teacher job fairs each Spring, NOTED and Education Expo. Both job fairs have out-of-state schools in attendance. Visit the Career Development Center Job Fair website at <http://www.ashland.edu/cardev/job-fairs.html> to learn more about these fairs and their registration procedures. This website also lists out-of-state job fairs that are sponsored by other organizations. To determine if it would be worth your while to travel to an out-of-state fair, review the list of schools attending to see if the schools you would like to work for will be at the fair.

eRECRUITING

eRecruiting is the Ashland University Career Development Center resume referral and job posting system. Visit the eRecruiting website at <http://ashland.erecruiting.com> to learn how to become active in the system so you can post your resume and review positions listed through the Career Development Center.

WEBSITES

Many websites are available that post positions and/or resumes. The Career Development Center website has a listing of links that are related to education job searching and can be found at <http://www.ashland.edu/cardev/links.html>.

DIRECTORY OF CANDIDATES FOR TEACHING & ADMINISTRATION

This Directory is mailed each spring to ALL of the principals and superintendents in Ohio and interested school districts outside of Ohio. It lists those students who have received a new license and are eligible for employment for the upcoming academic year. To have your information included in this Directory, you must meet the eligibility criteria and complete a registration form by the established deadline which is typically February 1. This Directory is a cooperative effort between the Career Development Center and the College of Education to market graduating students to prospective employers.

CAREER ADVISORY NETWORK

The Career Advisory Network maintains a listing of alumni who are willing to talk with current students about their career endeavors. This opportunity allows students to be connected with alumni who match the student's geographic, major and/or career interests. Students can then contact the alumni to find out information regarding their career or geographic location of choice. The system is all online and contact with alumni is made through e-mail. The Career Advisory Network website can be found at <http://www.ashland.edu/cardev/cdm-can.html>.

REFERENCE USA

Reference USA is an on-line database of more than 12 million organizations. By using this tool, you can search for schools all over the country in order to find contact information. When you utilize the system, type "schools" as the search criteria and discover the schools in a certain geographic area such as by zip code, county or state. This tool will be especially effective if searching for a position in another state. Reference USA can be accessed by visiting the Career Development Center website and clicking on the "Job Search Strategies" tab. If accessing it from off campus, you will need to enter your name and your student ID number. If you are a graduate and do not have an active student ID number, contact the Career Development Center to gain access to the system.

Job Fairs

Many employers participate in job fairs because they are an economical way to meet many potential employees in a short amount of time. Remember these tips about attending a job fair:

- Find out as much as you can about the job fair before the day of the event to determine if it is worth your while to attend. Try to learn:
 - What organizations will be there and what positions will they be hiring for?
 - Does it cost anything to attend?
 - What is the format for the day? (scheduled interviews, open fair, etc.)
 - Do you have to be pre-registered to attend?
 - What time does the event begin and end?
 - Is it an open or closed job fair?
 - Open – anyone can attend
 - Closed – only students of universities sponsoring the event are able to attend
- If you must pre-register in order to attend the job fair, follow the procedures carefully and have all information in by the deadline.
- Bring plenty of copies of your resume on professional resume paper. A cover letter is not necessary when attending a job fair.
- Dress professionally. See p. 53 to learn more about how to dress for an interview.
- Wear comfortable (but professional) shoes. You will be doing a lot of walking and standing.
- Rehearse a 1-2 minute introduction of yourself that you can say when you greet each employer. Include your major, experience and career goals.
- When you arrive at the fair, take a few moments to familiarize yourself with the layout and plan a strategy.
- Greet each employer with a smile and a firm handshake.
- Bring food with you that can be left in the car. Some job fairs are held in places where food may not be available.
- Keep your energy up the entire day. The last employer you meet may have the job you want most.
- Ask for a business card, and if not available, get the name of the person you spoke with, so you will be able to follow up with that person after the job fair.
- Make notes after talking with each employer. You will collect a lot of information and need to keep it all organized.
- Follow up after the job fair with each employer you are still interested in by sending a cover letter and resume, as well as any supporting documents requested.

Interview Skills

In its simplest form, the interview is an exchange of information. Your mission in an interview is to impress prospective employers with information about yourself, your skills, experience, goals, and objectives with the hope of being offered a position. Thus, the interview should be approached with enthusiasm and confidence, for it is your opportunity to take charge and market yourself.

PREPARATION FOR THE INTERVIEW

A. Assess Yourself

- ◆ Develop a written outline about yourself including your educational background, experiences, skills and qualities, as well as relevant examples to back up your qualifications for a teaching position. Use the guidelines on pp. 56-59 to develop your outline.
- ◆ Study the outline you created until you are able to articulate all aspects of your background and qualifications clearly, concisely, and positively.
- ◆ Determine examples from your education and experiences that you want to use to back up your qualifications.
- ◆ Anticipate questions you may be asked, then formulate and practice your answers (but do not memorize them). Sample questions can be found on pp. 62-66.
- ◆ Reduce anxiety by practicing responses to questions.

B. Assess the Organization

- ◆ Research the organization to know as much as possible about the district and the position. This information may be found on the district's website, through research of the district on the state department of education's website, by contacting the Chamber of Commerce where the district is located and/or by asking the district directly for information.
- ◆ Know what the organization is looking for in a candidate and address your background to this.
- ◆ Know some or all of the following things about the employer:
 1. Number of employees and students in the district
 2. Mission of the district
 3. Information about the community in which the district is located
 4. Recent items in the news about the district
 5. Organizational structure
 6. Names and titles of people in the district
 7. Information about the performance of the district
- ◆ Develop in-depth, insightful questions to ask the interviewer after researching the district. (approximately 6 to 8 questions). See p. 69 for sample questions.

C. Prepare Materials To Bring Including:

- ◆ Extra copies of your resume and reference letters/list of references
- ◆ Portfolio (see p. 45 for information on how to develop a portfolio)
- ◆ Questions to ask the interviewer(s)

D. Know Your Destination

- ◆ If possible, drive the route to the interview site the day before so you know how long it takes.
- ◆ Plan extra time on the day of the interview for traffic jams, rush hour traffic, detours, etc.

E. Plan to Arrive On Time

- ◆ Employers use “being on time” as a measure of how well a person will perform on the job, so arrive early for the interview (10 – 15 minutes). While waiting to be interviewed, observe the work environment to see how staff members interact. You can also read publications about the organization found in the waiting area or review your notes for the interview. It is not appropriate to read a novel or pleasure magazine while awaiting an interview.

F. Determine Your Professional Outfit

- ◆ Wear a professional business suit to an interview. While you may not wear a suit to work every day, wearing a suit to an interview shows you know how to dress as a professional and that you want to present yourself as a professional. Use the following guidelines to help you prepare your interview attire and make the best possible impression:

Tips for Women:

- ◆ Choose a suit conservative in color (blue, black, grey, or brown is best).
- ◆ Wear suit skirts at knee level or longer.
- ◆ Choose a closed-toe and closed-heel shoe which coordinates with your suit and has a mid-size heel.
- ◆ Wear a blouse with a conservative neck line.
- ◆ Wear pantyhose at all times (even in the summer). The color should coordinate with your suit or be neutral.
- ◆ Keep hair, makeup, and accessories professional. Everything in moderation.

Tips for Men:

- ◆ Choose a suit conservative in color (blue, black, grey, or brown is best).
- ◆ Wear a white or light colored shirt.
- ◆ Choose a professional tie which coordinates with your suit color.
- ◆ Wear shoes that are black or brown and coordinate with your suit color.
- ◆ Wear a belt that is the same color as your shoes.
- ◆ Choose socks that match shoe color.

Additional Tips:

- ◆ Be sure your clothes are clean and pressed.
- ◆ Consider not wearing perfume or aftershave; both are discouraged.
- ◆ Make sure your shoes are polished.
- ◆ Avoid clothing and accessories which are casual or faddish. While open-toed sandals may be fashionable for women, they are not professional and should not be worn to an interview.
- ◆ Do not smoke prior to or during an interview.
- ◆ Do not drink alcohol at least 24 hours prior to an interview.
- ◆ Consult with the Career Development Center if you are unsure of how to develop your professional image for an interview.

DURING THE INTERVIEW

A. Possess a Positive Attitude

- ◆ Realize that your interview begins when you park your car and doesn't end until you pull out of the parking lot. A positive and professional attitude is imperative the entire time you are there.
- ◆ Greet everyone you meet with a smile and a firm handshake.
- ◆ Use positive words to express your qualifications when answering questions.
- ◆ Smile and show enthusiasm throughout the interview.

B. The First Ten Seconds

The first impression you make in an interview is critical. You need to display confidence, professionalism, and poise. An interviewer will remember if the first impression you made was a positive one. Keep the following items in mind in order to make a positive first impression:

- ◆ Have a firm handshake.
- ◆ Make appropriate eye contact.
- ◆ Dress and act like a professional.
- ◆ Use appropriate grammar.
- ◆ Sit upright in the chair.
- ◆ Do not chew gum.
- ◆ Look interested in what the interviewer is saying.
- ◆ Show enthusiasm for the position and an interest in the organization.
- ◆ Be respectful of everyone you meet and appreciative of receiving an interview.

C. Verbal Communication

When answering questions, be sure to use examples whenever possible. By using examples, an interviewer will know what experiences you have had in the past and what skills you will bring to a new job. Examples can be taken from classroom, leadership, work, service, and life experiences.

Proper grammar is a must during interviews. Avoid slang and fillers such as "like", "um" and "you know".

It is appropriate to take a moment to think about and formulate your answer to an interview question once it has been asked. It is better to have a moment of silence than to start talking and realize you are off on a tangent and can't recover from it.

Employers expect job applicants to be nervous, but that is not an excuse for being an ineffective communicator. By practicing answers to interview questions, you will be well prepared to answer questions appropriately.

D. Nonverbal Communication

Be sure your nonverbal communication is appropriate during the interview. Sit up straight, smile, have a firm handshake, and make good eye contact. Don't fidget during an interview or gesture too much, because it will be distracting to the interviewer.

E. Inappropriate Questions

From time to time, you may be asked a question during an interview which is, at the least, inappropriate, and at the most, illegal. This usually happens when an interviewer is inexperienced. Questions about your age, personal life, family, and financial situation have no place in an interview. If questions about these areas are brought up in a way or situation which makes you feel uncomfortable, try asking the interviewer what his/her intention is in asking the question in order to understand and address the purpose of the question.

F. Salary

Candidates should wait to talk about salary until it is brought up by the interviewer. This topic is usually discussed later in the interviewing process. If you bring up salary, it shows you are more interested in compensation for a position than the position itself.

G. Closing

Have questions ready to ask the interviewer when given the opportunity. The interviewer will usually provide a summary or other indication that the interview is drawing to a close. If you are still interested in the position, be sure to state this before leaving the interview. Also find out who will make the next move and when it will take place. Don't forget to thank the interviewer for his/her time.

AFTER THE INTERVIEW

A. Thank You Letter

Send a professional thank you letter as soon as possible. Include any additional documents needed by the employer. If you meet with more than one person, send each one an individual thank you letter. Vary the content of each letter so you are not sending the same exact letter to each person.

B. Review Performance

Remember to review your performance to determine how well you did and if you need to brush up on your interview skills.

C. Follow Up

Be sure to follow up appropriately after the interview is over. At the end of the interview, ask when you will be hearing from the employer. If that time has passed, you can call to reiterate your interest and ask the status of the position.

Qualifications Outline

Use the following section to develop a written outline about yourself and your qualifications. By writing information down, you will be developing a study guide that you can use to prepare for your interview. While it may be time consuming initially, completing an outline will provide you with the knowledge you need to answer interview questions effectively.

EDUCATION

What is your specific degree? What is your specific license?

Do you have an endorsement? If yes, what can you do because of this endorsement?

What education/related courses did you take?

List each course and the major topics learned in each.

Prove how you learned each of the topics (i.e. did you write a paper, conduct a presentation, do research and what were the specific topics).

If a bachelor plus student – indicate the related courses for both your education licensure and your undergraduate degree.

PHILOSOPHIES

Summarize your philosophy of education (4-5 sentences)

Summarize your classroom management philosophy (4-5 sentences)

FIELD EXPERIENCES

List each field experience you participated in

What was the focus of each field experience?

Provide 3-5 examples that demonstrate what you did or learned from each experience.

What did each field experience teach you?

List anything unique about each field experience (i.e. students with special needs, special project, new methods of teaching, assessment and/or classroom management)

STUDENT TEACHING

List your student teaching experience

What were the major duties (5-7) you performed in your student teaching?

List 3-5 examples that demonstrate what you did or learned from the experience.

What did this experience teach you?

RELATED EXPERIENCES

Describe each experience related to teaching.

What skills did you learn/enhance in each experience that will help you as a teacher?

Provide 3 examples to show how you learned or enhanced each skill.

LEADERSHIP EXPERIENCES

What leadership experiences have you had?

Why did you choose to participate in each of them?

What skills did you learn/enhance in each?

Provide 2 examples to show how you learned/enhanced each skill.

How will each skill help you as a teacher?

WORK EXPERIENCE

What work experiences have you had (not related to teaching/children)?

What skills did you learn/enhance in each?

Provide 2 examples to show how you learned/enhanced each skill.

How will each skill help you as a teacher?

COMMUNITY SERVICE

What community service experiences have you had?

What skills did you learn/enhance in each?

Provide 2 examples to show how you learned/enhanced each skill.

How will each skill help you as a teacher?

Why did you participate in each of the experiences?

TEACHING HISTORY

Discuss how you knew you wanted to be a teacher.

Describe a significant experience that influenced you to be a teacher.

Who influenced you to go into teaching?

How and why did each influence you?

What did you do prior to college that shows your interest in children/teaching?

If teaching license is in a specific concentration area, why did you choose that area?

What did you do prior to college that shows your interest in this concentration area?

CAREER GOALS

Where do you want to be with your career (remember this is career – not personal life)?

What are your plans for graduate school?

Do you see yourself moving to another type of position in education?

What type of life-long learning are you planning to do that would help you as a teacher?

LESSON PLANS

List 5 examples of good lesson plans that you have developed.

Describe why each one was good.

Describe how you aligned each to the Ohio Content Standards.

Describe how you differentiated each lesson to meet the individual learning needs of students.

CLASSROOM MANAGEMENT

List 5 classroom management strategies that you have utilized.

Describe how each worked.

Provide a specific instance that shows how/when each worked.

TEACHING STRATEGIES

List 5 teaching strategies.

Provide an example of how you have utilized each.

ASSESSMENT

List the 5 assessment methods you use most frequently.

Why did you choose to use each method?

List an example of when you have used each of them in the classroom.

TEACHING CHALLENGES

Provide 5 examples of times when a lesson didn't go as planned.

What did you do when you realized each was not going according to plan?

What did you learn from each situation?

Give 5 specific examples when classroom management was a challenge.

Why didn't it work in each situation?

What did you learn from each situation?

Describe any crisis situations you observed and/or had to deal with as a teacher.

What procedures did you follow?

What did you learn from each?

SKILLS/STRENGTHS

List your 4 top skills/strengths.

Discuss why each is a strength for you.

Provide 2 specific examples to show you possess each strength.

How will each strength help you as a teacher?

WEAKNESSES

List 3 specific areas that you would like to improve.

What specific actions could you take (or have already taken) to improve on each area?

What have the results of each action been so far?

MOTIVATION

How do you motivate children to learn?

List 5 motivational strategies you have used.

Discuss the results of each strategy.

MULTICULTURALISM

Describe five experiences when you worked with minority students in the classroom.

How did you relate to those students?

CHILDREN WITH SPECIAL NEEDS

List 5 experiences when you have worked with children with special needs.

What interventions did you provide to assist each child?

How did you collaborate with others to assist each child?

Describe your experience with using IEP's.

Describe your experience with attending meetings related to a child with special needs.

TECHNOLOGY

What specific computer software can you use?

How do you integrate technology into the classroom?

Provide 3 examples to show use of technology in the classroom.

PARENTS

What is the role of the parent in the educational process?

List how you have interacted with parents in your classroom teaching experiences.

List how you have interacted with parents in your work/volunteer experiences related to teaching.

List the strategies you would use to involve parents in your classroom.

SUPERVISION

Describe the supervision style you like best?

What is the role of the principal?

SCHOOL DISTRICT & COMMUNITY

What is the role of the school board?

How do you see yourself contributing to the school district?

How do you see yourself contributing to the community?

DREAMING

What does your ideal classroom look like?

What is your ideal class size?

PROFESSIONAL DEVELOPMENT

What professional associations do you belong to and why?

What professional publications do you read regularly?

What are the last three books you read?

Where do you see the field of education heading in the next 5-10 years?

SCHOOL DISTRICT RESEARCH

What are the demographics of the school district and school building where you are interviewing?

What is the mission of the school district?

What is the performance of the school district (i.e. State Report Card Score, Proficiency Exams, OGT Passing Percentages)

What are the current happenings in the school district?

How does the school district interact with the community?

Behavior Based Interviewing

Many school districts use Behavioral Based Interviewing (BBI) as an interview technique. Traditional interviewing often involves answering hypothetical questions. In BBI, candidates communicate to employers what they have successfully done in the past. BBI is based on the premise that **past performance is the best predictor of future performance**. In this form of interviewing, candidates are asked to share specific examples of their skills rather than stating hypothetically how they would handle a given situation. Candidates share examples of skills gained through areas such as student teaching, field experiences, related experiences, volunteer activities, part-time jobs, and leadership/campus activities. This form of interviewing is especially effective when answering a negative question.

Traditional question

“How would you present a lesson plan in a creative manner?”

Rephrased in BBI terms

“Describe the most creative lesson plan you have used.”

Use the PAR Model to answer BBI Questions:

- 1) Problem or task for which you were responsible
(give specific details so the interviewer has a picture of what is going on)
- 2) Action you took to solve the problem or complete the task
(describe the specific strategies you used to overcome the problem)
- 3) Results of your actions
(discuss the results of your strategies and what you learned from the situation)

When answering BBI questions remember to:

- ◆ Use specific examples of skills and accomplishments from a variety of areas including: student teaching, field experiences, related experiences, volunteer activities, part-time jobs, and leadership/campus activities
- ◆ Rehearse your answers so they are familiar to you, but do not have them memorized.
- ◆ Phrase answers positively; avoid using words such as not, can't, don't and won't.

Example of a Behavior Based Interview Question & Answer:

“Tell us about a challenging discipline experience you have encountered as a teacher.”

PROBLEM:

While in my Junior Field Experience at Simpson Middle School in Mansfield, I was in a 7th grade class teaching math, specifically pre-algebra. This school was in an urban and multicultural setting. In the one class section I was teaching, there were 30 students. One of the students seemed to be having behavior problems. He would talk out of turn, swear, and become turned off to the lesson when he could not understand a problem. These actions were new for him according to the cooperating teacher. Usually he was a quiet student and performed at a “C” level. Now, though, he was failing the class and his behavior was disrupting the learning process. The consequences of his actions were being dealt with according to the cooperating teacher’s classroom management plan, but his actions still continued.

ACTION:

I asked my co-operating teacher I could work individually with him and he said yes. So I asked the student if he would be willing to stay after school for 20 minutes to be able to receive extra assistance with math. He reluctantly agreed because he knew he could not play basketball if he did not have a passing math grade. During those 20 minutes, I began by asking how his day was and what he was looking forward to when he got home. He would tell me about his day and about having to go to basketball practice after our tutoring session. I then asked him to show me the problems he did not understand in class. I worked through each of the problems with him, and showed him the proper steps to use in answering each problem. I also discussed his behavior in class with him and said that if he was unable to understand a question, he should circle it and we would go over it after school – instead of getting angry when he couldn’t understand a problem. He agreed. We worked after school every day for three weeks.

RESULT:

After three weeks, his grades began to improve, his behavior in class was much more tolerable and he also opened up to me about his family life. He had a great amount of stress in his family life that he was dealing with at that time. His mother had recently been arrested for selling drugs (which accounts for his sudden change in behavior) and his father was not around. He was living with his aunt and sleeping on a couch. He had no support system at home to go to for just that little bit of extra help in math let alone any life issue. After learning this, I was able to connect this student with a counselor who was able to provide the needed support.

My willingness to help this student allowed him to remain on the basketball team, his one positive outlet in his life besides school, and it taught me that a little extra effort can go a long way.

Common Teacher Interview Questions

Listed below are common interview questions asked of candidates. Underneath each question in italics are ideas to help you understand how to answer each question so you know how to focus your answer. Refer to pp. 60 when Problem – Action – Result is listed as part of how to answer an interview question.

Remember to implement the following concepts into all of your interview answers (see pp. 67-68 to read sample interview questions and answers based on each of these concepts):

- ◆ Keep information professional
- ◆ Keep answers appropriate in length
- ◆ Use specific examples from past experiences
- ◆ Be positive in your answers
- ◆ Be prepared

Tell me about yourself.

Summarize your resume – avoid personal information.

What are your career goals?

Discuss future career plans and educational goals – avoid goals for personal life.

How has Ashland University prepared you to be a teacher?

Discuss coursework and experiences you had and what you gained from them that has prepared you to be a teacher.

If you could change anything about Ashland University, what would it be?

Be tactful and positive in stating your answer. Cite a specific problem, discuss how it can be solved and what you have done to solve it. Then discuss what the results have been or would be (Problem – Action – Result).

Why did you choose to go into the teaching field?

Identify the specific reason(s) why you want to be a teacher. Cite examples if possible.

Tell me about your student teaching experience.

Summarize the duties of your experience as well as what you gained from it.

What do you believe to be the three greatest strengths/weaknesses of the teaching profession?

Identify each specific strength/weakness. If a strength, cite an example to back the strength up. If a weakness, use the Problem – Action – Result model to discuss the weakness.

What teaching techniques have you found to be effective for you in the classroom?

Cite 2-3 teaching techniques you have used and provide an example of how you have used each one in your teaching as well as the results.

What do you consider an “ideal” class size? Why?

Identify your ideal class size and provide reasons as to why that is your ideal.

How do you feel about team teaching? The self-contained classroom?

Identify when you have been in each of these teaching situations and discuss why you like or dislike each of them. Provide solid reasoning to back up your answers.

You are assigned to 5 classes (2 different subjects); what do you do on the first day?

Give a description of what your strategy is to take on the first day of school.

How do you define education?

Identify what your definition is.

What is your personal philosophy of education?

Summarize your personal philosophy in 4-5 sentences.

How would you use aides and parent volunteers?

Discuss strategies you would implement to make proper use of aides and volunteers. Provide an example of when you have utilized each in the past.

Tell me something about your grading system preference.

Discuss your grading system method and specific reasons as to why you prefer it.

How would you use computers in your classroom?

Identify strategies you would use to integrate technology in your classroom and then provide examples of times when you have used technology in the past in your classroom.

Why did you choose your particular major/concentration?

Discuss how you became interested in your major and provide examples of how you were actively involved with your major prior to and while attending college.

What extracurricular activities have you been involved in?

State the activities and organizations you participated in and how they have helped you develop skills for teaching.

What is your greatest strength as a teacher?

Provide your strength, give a specific example from past experience to show you have the strength and discuss how the strength will help you as a teacher.

What weaknesses are you trying to improve upon?

Cite a specific area for improvement, give actions that you are taking to try to improve the weakness and discuss the results of the action (Problem – Action – Result). Be positive in your tone.

How do you feel about homogenous groupings? Heterogeneous groupings?

Discuss your views and when/how you have worked with each in the past. Be sure to indicate that you would be willing to work with each type of grouping.

What professional journals do you read regularly?

Name the journals, why you read them and what you have gained from them.

How do you use lesson plans?

Discuss your process for using lesson plans and provide an example of lesson plans used in the past.

What are the qualities of some of the best teachers with whom you have studied?

Discuss the qualities, who possessed them and why these qualities impressed you.

How do you feel you relate with minority students in the classroom?

Discuss your experience in working with minority students and how you have related to them in the past.

How would you work with a student who refused to complete assigned work?

Provide your classroom management strategy and student expectations and the consequences for repeated incomplete assignments. Provide an example if this has happened in your past teaching experiences.

How do you run your classroom in terms of teaching techniques and discipline?

Discuss your typical teaching techniques and classroom management strategies and provide an example of how you have implemented each of them in the past.

How would you handle a student who continually "acted up" in the classroom?

Discuss your student expectations and what steps you follow if a student repeatedly fails to meet them. Provide a specific example if this has happened in your past teaching experience.

Will individualized instruction be a part of your teaching day?

Discuss if it will or not. If it does not, provide reasoning as to why. If it does, discuss how you will conduct individualized teaching and provide an example of how you have done it in the past.

How will you appraise your teaching performance?

Discuss assessment methods you will use, the reason you would use each and how you have used each of them in the past.

Comment on some leaders in education. Do you agree/disagree with their ideas?

Cite specific educational leaders, their views, and your take on their views.

What is your greatest concern when in a classroom?

Discuss your greatest concern, why it is a concern and how you plan to deal with it if it does happen. If it has already happened, discuss the circumstances and what you learned from the experience.

Would you feel comfortable teaching an educationally and/or culturally deprived child?

Discuss your comfort level and identify examples of when you have worked in this situation in the past.

Do you believe in detailed lesson plans?

Describe how detailed your lesson plans are and your views of how detailed lesson plans should be.

Which grade level would you prefer? Why?

State your ideal grade level to teach and the specific reasons why.

What is your philosophy of discipline?

Summarize your discipline philosophy in 4-5 sentences.

What responsibilities will your students have for their own learning?

State the specific responsibilities your students would have and how they would know their responsibilities.

What do you want your students to accomplish?

Provide the specific accomplishments you expect from your students and why they should be expected.

Would you rather teach the slow learner or the advanced student?

Discuss your views and your specific reasoning for them. Provide examples of when you have worked with each in the past.

How would you challenge the slow learner and the advanced student within the same classroom?

Discuss how you would differentiate your teaching and provide an example of how you have done this in the past.

How would you like to be supervised?

Discuss the supervision style you prefer (in a positive way) that will allow you to produce your best work.

What is the role of the parent in the educational process? The school board?

Define the specific roles and importance of each in the educational process.

How will you contribute to the school district? The community?

Discuss specific ways in which you will contribute to each. Provide examples of how you have been involved in past schools/communities and what your contributions were.

Why should you be hired for this position?

Summarize your educational qualifications and your experiences, as well as the skills and qualities you possess that will allow you to be effective in this position.

What questions do you have?

Ask the questions you have prepared prior to the interview. See p. 69 for more information on how to develop questions you should ask in an interview.

Common Administrator Interview Questions

Many of the questions on the previous pages can be rephrased in order to be appropriate for administrative candidates. For example:

Interview question for teacher: *What is your greatest strength as a teacher?*

Question changed for an administrator: *What is your greatest strength as an administrator?*

Other common questions could include:

What methods would you use to supervise staff?

Discuss your supervision style and specific strategies you would implement. Provide an example of when you have supervised people in the past.

How do you motivate staff?

List the methods you use to motivate people and discuss examples of when you have utilized them in the past and how effective they were.

What do you do when a teacher is having difficulties with classroom management?

Provide the steps you would go through when a teacher is struggling with discipline issues. Give an example of when you have done this in the past.

How do you go about hiring effective teachers?

Discuss recruitment strategies you would use to hire teachers and provide examples of when you have used them in the past.

How do you want students in your building to describe you?

Determine the image you want to project as a leader and how you want students to perceive that image. Discuss examples of how students have viewed you in the past.

How would you go about implementing new programs into your building?

Describe the process you would use to implement new ideas and provide an example of when you have used this process in the past to have a new idea/project come to fruition.

How would you involve parents within your school?

Discuss the strategies you would encourage for parent involvement and provide examples of how you have used these strategies in the past.

Define your leadership style.

Identify your style as a leader. Discuss how you have implemented this style in the past.

Sample Interview Questions & Answers – Do's & Don'ts

When answering interview questions, keep in mind that how you answer an interview question can be just as important as what you say. Be sure you are answering questions with confidence and that you have prepared for the interview ahead of time. Keep these ideas in mind when answering interview questions:

KEEP INFORMATION PROFESSIONAL

Make sure all of the information you are sharing relates to your qualifications as a teacher/administrator. Avoid sharing personal information in an interview because employers aren't able to ask personal questions, and personal information should not have a bearing on whether or not you should be hired. Keep your information focused on your education, experience, skills and qualities which make you a good teacher/administrator.

EXAMPLE QUESTION: Tell me about yourself.

What to say: "I recently graduated from Ashland University with a major in Early Childhood Education. Through my education I participated in a variety of field experiences as well as student teaching at Montgomery Elementary School which allowed me to apply the theoretical knowledge I learned as a student within a practical setting. In addition to my teaching experience, I have been a camp counselor for 4 years and was an Orientation Team member for 3 years at the University. Now that I have graduated, I am very excited about beginning my career as a teacher."

What not to say: "I am 34 years old and am married with two children. We live in Medina and have two dogs."

KEEP ANSWERS APPROPRIATE IN LENGTH

There are no specific guidelines as to how long an interview answer should be. It all depends on the question being asked. Be sure you are answering the question fully and backing up what you say with examples. Don't just give information, and don't go off on a tangent. Learn how to find a balance and watch the interviewer for clues that you should wrap up an answer.

EXAMPLE QUESTION: Tell me about your student teaching experience.

What to say: "Student teaching was an incredible experience for me! I was at Ashland High School, and I taught 5 classes – three 11th grade US History and two 10th grade World History classes. In my US History classes, I was able to develop a unit on the Civil War that focused on group research. I was also able to conduct parent/teacher conferences. My confidence in classroom management grew a great deal as I was able to implement several strategies which provided a positive learning environment for students. The best part about student teaching was watching my students learn and grow during the time that I was their teacher. I could really see that I made an impact on the lives of my students, and that is why I originally chose teaching as my career."

What not to say (too short): "It was a good experience. I was at Ashland High School, and I taught 10th and 11th graders."

What not to say (too long): "On the first day, I got to observe classes and meet the students I was to teach. My cooperating teacher and I had a meeting. (And then go into a day by day description of what happened during student teaching)."

USE SPECIFIC EXAMPLES FROM PAST EXPERIENCES

The best way for an employer to know if you can do the job he/she is hiring for is to hear specific examples from your experiences. These examples show an employer the type of teacher/administrator you are. Examples can come from classroom, work, and/or leadership experiences. Be sure to vary your examples.

EXAMPLE QUESTION: *What are your strengths?*

What to say: "One of my biggest strengths is my ability to organize. I am a full-time student athlete, while maintaining a 3.8 GPA and being a Resident Assistant. As a teacher, my ability to be organized allowed me to plan out each day and carry out my lesson plans effectively. My classroom management skills are also a strength. As a student teacher, I was able to develop my own classroom management program which was based on positive reinforcement for students. This program allowed me to control the classroom efficiently and fostered a positive environment in which learning could occur within an enjoyable atmosphere."

What not to say: "I am creative, flexible, organized, professional, and I care about students."

BE POSITIVE IN YOUR ANSWERS

Anytime an interviewer asks a negative question, make sure you are answering the question in a positive way. Also, many people volunteer negative information even when the question asked is not negative. Avoid using any negative words (i.e. can't, won't, couldn't) when answering any interview question.

EXAMPLE QUESTION: *How do you like to be supervised?*

What to say: "I appreciate when my supervisor lets me know my specific duties and his/her expectations of me. I would then want to have the ability to carry out my duties in the way I see best, being able to go back to my supervisor with any questions when I have them."

What not to say: "I don't like it when someone is always checking up on me. That really bothers me because I know I am a good administrator."

BE PREPARED

You must spend a great deal of time preparing for what you will say in an interview so your interview answers flow easily. Don't assume that because you are talking about yourself that you will automatically know the answers. You need to know how to market yourself for a teaching position during an interview, not just talk about yourself. Nervousness also plays a key factor during an interview. When people get nervous, they have a tendency to forget what they were going to say if it has not been well rehearsed. If you spend a great deal of time preparing for how to answer interview questions and the examples you will use prior to the interview, you will only need to recall this information instead of trying to create new answers to questions on the spot.

EXAMPLE QUESTION: *What are your career goals?*

What to say: "I am looking forward to being hired by a school district and starting my teaching career. I would also like to contribute to the school as a coach. In the future, I would like to start my graduate work and receive a master's degree in educational administration so that I can reach my long-term career goal of becoming a middle school principal."

What not to say: "Ah, um...I want to teach in a school, that ah...um...has a good reputation and then I can ah...um...you know...work there for awhile."

Possible Questions to Ask During an Interview

You should bring a list of questions with you to your interview. Be sure they are typed or written out neatly. While you want to bring a pen and paper with you to an interview, you should not write during an interview. Instead, pay close attention to the interviewer and the answers he/she is giving.

EXAMPLE QUESTIONS TO ASK DURING AN INTERVIEW

- What qualities does the ideal candidate for this position possess?
- What expectations do you have for a new person in this position?
- What is the last person in this position doing now?
- Please explain the mentoring program you have for first-year teachers.
- Do opportunities exist to coach sports and/or advise clubs and organizations?
- What are the greatest rewards and challenges in working for this school district?
- Where is the school district heading in the next 5-10 years?
- What resources are available for teachers/administrators?
- What professional development opportunities exist for teachers/administrators?
- How do parents interact within the school district?
- What type of relationship exists between the school and the community?

Questions regarding classroom procedures and/or teaching methods/strategies used.
Questions to clarify information you read about during your research of the school district.

Last question to ask if not clarified for you: What is the next step in the hiring process?

QUESTIONS NOT TO ASK

- Any negative question.
- How much will I make?*
- How many personal/sick days will I receive?*
- Do you offer tuition reimbursement?*
- Do you have a retirement plan?*

* While you will want answers to these questions prior to accepting employment, you should avoid asking about salary and benefits, especially during an initial interview, because it can give the impression that you are more interested in compensation than the job available. Concentrate instead on asking questions about the school and the position which is currently available. Wait for the employer to bring up the topic of salary. Once that occurs, you are free to ask questions. If you have been offered a position and salary and benefits have not yet been discussed, you can definitely bring up the subject at that point.

Tips for Successful Interviewing

Follow these general guidelines for successful interviews. Keep in mind that these tips relate to projecting a positive image and first impression. Employers see many of them overlooked.

1. Be on time. That means 10 to 15 minutes early.
2. Know the interviewer's name and how to pronounce it. Use the interviewer's name in the interview. You can obtain this information by calling and asking the secretary beforehand.
3. Bring a spare copy of your resume. This demonstrates preparation on your part and serves as a stimulus for interview questions.
4. Spend some time developing rapport. Get comfortable with the interviewer. If he/she likes you, the rest of the interview should go well.
5. Pay attention to your nonverbal communication. Take note of your physical posture and position. Maintain eye contact, but don't stare. Attempt to be at a reasonable distance from the interviewer.
6. Don't be embarrassed by nervousness. Nervousness can be a good sign. It shows that you are taking the interview seriously. However, nervous movements should be avoided and nervousness should not interfere with your ability to communicate effectively in an interview.
7. Be yourself. Don't try to entertain the interviewer.
8. Give honest, sincere answers.
9. Follow the interviewer's lead. Do not try to take over the interview. Stick to the subject at hand, but do not dwell too long on any one part.
10. Be prepared for personal questions, even some inappropriate ones. Some interviewers may not be aware of what they can and cannot ask legally. You can respond to an inappropriate question by asking, "why is it important for you to know that as part of the hiring criteria?"
11. Pay attention. It is embarrassing if you have to ask what was said.
12. Be sure you understand the question. Feel free to ask for clarification or restate the question in your own words.
13. Emphasize the positive. Your answers should not contain negative words such as can't, don't, or wouldn't. Have self-confidence, but avoid arrogance or cockiness.
14. Do not interrupt the interviewer.
15. Wait for the interviewer to bring up salary.
16. Pay attention to the timing of answers. Time is occasionally needed to think and reflect – for both the candidate and interviewer.

17. Emphasize what you can do more than what you are interested in. Focus on your knowledge base and skills.
18. Take a pen and paper, but do not take notes during the interview. It is a good idea to jot down notes immediately following the interview.
19. Be consistent and avoid debate. It is amazing how arguing with the interviewer can shorten the interview and decrease the chances of getting the job.
20. Never slight a current or former employer, colleague, teacher, institution, or friend. If there were problems in previous experiences, try to word answers in a positive way rather than a negative way. If you slight someone in an interview, the employer assumes you may do the same to his/ her organization.
21. Do not compare yourself to anyone else. Discuss what your qualifications are, not why you feel you are more qualified or better than other candidates.
22. If you catch yourself making an error or contradiction, correct yourself. It is better to stumble (and appear honest) than to get caught later.
23. Be as specific as possible when explaining your skills and experience. Use practical examples to show skill development and emphasize your abilities.
24. Watch your grammar. Employers are interested in candidates who can express themselves articulately and properly.
25. Do not expect an offer on the spot. Offers usually follow the interview, sometimes a few weeks later. If you would be offered the position on the spot, it is appropriate for you to ask for some time to consider your decision.
26. In closing, ask for permission to follow up. Ask about next steps in the selection process. Should you call them or will they write or call on a certain day/week?
27. Follow-up. Send a personal thank you letter which reaffirms your interest and gives you the opportunity to reiterate your qualifications for the position and state a skill experience that you may have neglected to mention in the interview.

Organizations Do Not Want to Hire a Candidate Who Has:

1. A poor personal appearance.
2. An overbearing, over aggressive, conceited “superiority complex”, know-it-all attitude.
3. An inability to express information clearly – poor voice, diction, or grammar.
4. Failed to participate in activities.
5. An overemphasis on money.
6. A poor scholastic record.
7. A tendency to make excuses – be evasive – hedge on unfavorable factors in record.
8. Condemned past employers.
9. A marked dislike for school work.
10. Failed to make eye contact with an interviewer.
11. A limp handshake.
12. An appearance of indecision.
13. A sloppy application form.
14. A desire to merely shop around.
15. A desire for a short-term job.
16. Little sense of humor.
17. A habit of emphasizing who he/she knows.
18. No interest in organization.
19. A cynical attitude.
20. Low moral standards.
21. A sense of laziness.
22. An intolerant attitude – strong prejudices.
23. Narrow interests.
24. No interest in community activities.
25. An inability to take criticism.
26. Radical ideas.
27. Arrived late to an interview.
28. Failed to express appreciation for the interviewer’s time.
29. Asked no questions about the job.
30. No knowledge of the school district and has not conducted research.
31. A lack of:
 - planning for career – no purpose
 - interest and enthusiasm – passive, indifferent
 - confidence and poise – nervousness
 - tact
 - maturity
 - courtesy
 - social understanding
 - vitality
 - knowledge of field
 - appreciation of the value of experience

Thank You Letters

Immediately following the interview, you need to send a thank you letter to the person who interviewed you. This effort shows you truly appreciated the time the interviewer took to meet with you, and it gives you the opportunity to reiterate your interest in and qualifications for the position. You should write a thank you letter even if you are no longer interested in the position, because it shows professionalism on your part, and you never know if you will want to work in that school district in the future. If you met with more than one person, you should send a thank you letter to each of the individuals with whom you met. You can ask for a business card from each person during an interview or contact the person who coordinated the interview for the names of the individuals with whom you met. Be sure to vary the content of your letter for each person. The thank you letter has a format similar to a cover letter, and a sample template is listed below.

your street address
your city, state zip code

today's date

name of person
title
school
street address
city, state zip code

Dear (name of person):

1st Paragraph

- Thank the employer for the interview
- State the specific position you interviewed for and the date of the interview

2nd Paragraph

- Reiterate your qualifications for the position
- Include any relevant information which you may have neglected to discuss during the interview

3rd Paragraph

- Express your appreciation again and your anticipation to hear about the organization's decision

Sincerely,

Your Name Signed

Your Name Typed

Accepting a Job

Realize that when you are offered a position, you do not have to accept the position on the spot. Tell the person offering the position that you appreciate the offer, and ask when you would need to let him/her know of your decision. Once you analyze whether or not to take the position, inform the school of your decision in the allotted time. If you are pressured into accepting an offer, treat this as a red flag and seriously consider the suitability of working for that school district.

SHOULD YOU ACCEPT THE OFFER?

Prior to being offered a position, determine what is most important to you in a job. That way, once you are offered a position, you can compare what you want in a position to what is being offered. Items of importance to you could include: salary, benefits, location of school, type of position offered, profile of the school district, and resources/professional development opportunities available. If the job you are offered is compatible with what you are looking for in a job, then you should be able to accept it with confidence. Once you decide to accept the position, verbally commit to it and write a formal letter of acceptance. You then want to sign and return your contract once it is sent to you.

As soon as you accept an offer, STOP INTERVIEWING! You then want to write or call to withdraw your name from consideration for other positions you have applied to. Do this with care and professionalism because you may consider these school districts for employment in the future.

Be sure to notify the Career Development Center of your new position in order to assist them in their efforts to assemble employment statistics about graduates.

HOW TO DECLINE AN OFFER

If you decide not to accept a position that has been offered, call the person who offered you the position and indicate that you have decided not to accept the position. Be prepared to explain in a professional manner the reason you are not taking the position, if asked. Then follow up that phone call with a letter indicating your appreciation for the offer. End the letter with an appreciation statement to keep the door open for possible future employment and to stay on good terms.

EXTENSIONS

Sometimes an extension of time is needed to consider an offer. When this happens, don't be afraid to ask for an extension. Often, employers will give you extra time, especially if you are only given a short period of time to think about it, but realize that an answer may be needed immediately.

Professionalism and Ethics in Accepting Employment

Your reputation as a professional (positive or negative) will follow you, so be sure to respond professionally and ethically to offers of employment. Administrators network with other administrators. If you do something unethical in nature during the hiring process, those actions could get around to other school districts and be remembered years into the future. It is always best to be honest and up front with a school district. Don't commit unless you are ready to.

Once you have accepted an offer, you are making a verbal commitment to a school district and once you sign a letter of intent or a contract, you are ethically bound to it. At that point, you need to stop interviewing and refuse any other offers of employment. It is unethical to sign more than one letter of intent or contract and it is also unethical to back out of a position after verbally accepting it. By doing so, you risk ruining your reputation as mentioned above, and it also reflects poorly on the University. In addition, school districts have stopped the hiring process because they assume they have someone for that position. A candidate is then officially hired once the school board formally accepts the candidate's name.

In addition, in the State of Ohio, if you back out of a contract after the July 10th deadline, you risk much more than your professional reputation. School districts can legally hold you to that contract and they can pursue legal action against you for breaking a contract. They can also pursue action with the Ohio Department of Education to have your certificate/license revoked.

Look at it from this perspective...How would you feel if you were offered a position and committed to it only to have the school district tell you at a later date that they are taking back their offer because they found a better candidate and you no longer have a job? Give the same ethical and professional consideration to a school that the school gives you!

Keeping Motivated

Finding a position can be a full-time job in itself. It may be one of the most exhausting and frustrating processes you have ever completed. However, if you conduct your job search correctly, it will surely be one of your most rewarding achievements. The prize of having a job which is personally fulfilling should motivate you to persevere when things get tough. As you begin your job search, keep some simple ideas in mind:

- ◆ Have direction (know what you want)
- ◆ Prepare professional documents which successfully market you as a candidate
- ◆ Utilize all of the job search strategies which will be effective in your individual search
- ◆ Make good use of your resources
- ◆ Act professionally in all of your encounters with potential employers
- ◆ Talk to people in the field you are pursuing
- ◆ Keep informed about what is going on in your field
- ◆ Utilize positive methods to reduce stress such as exercise and the support of family and friends
- ◆ Don't take rejection personally
- ◆ Remember that the Career Development Center is available to assist you!