Job Search Handbook for Teachers

- Preparation
- Resumes
- Correspondence
- Interviewing

Career Services
The Ohio State University at Marion
(740) 725-6344
Career Services

MISSION:
To assist The Ohio State University at Marion students and alumni secure satisfying employment.

CAREER SERVICES
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Services:
• Provide information and counseling for students regarding careers, employment opportunities, and graduate schools.
• Provide assistance in: employment and/or graduate school search skills, letter writing, resume construction, and interviewing techniques.
• Provide assistance in the creation of a credential file for employment and/or graduate school purposes.
• Disseminate information regarding job vacancies.
• Promote interviews with employers.
• Conduct seminars on various topics related to career development.
• Compile and distribute information relating to careers of The Ohio State University at Marion graduates.

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Introduction

Job seekers use a variety of methods to find jobs. Some job seekers study resume books and other job search techniques, and then work very hard at finding a job. Others depend on luck. But the best way to find a job is to work hard and have a bit of luck.

You will probably look for jobs many times and even change careers too, during your life. Even people with a substantial career-related education often find themselves in unrelated careers. On the average you can expect to have between three and five career changes during your lifetime, and up to six job changes within a career. These changes will happen despite any plans you have, so understanding and being able to use job search methods will be a vital skill you can use in the future.

Some Cold Hard Facts!

1. There is no magic way to find a job. It is a full-time proposition, and it is hard work. At times it will be boring and frustrating. It is a task that will require all your skills in planning and follow through, but when done correctly it also pays the ultimate reward: the right job for you at this point in time.

2. No one owes you, the new graduate, anything. It is a normal part of job-hunting to receive rejections, so do not be discouraged by them. Rather, let them teach you what you need to improve upon for the next opportunity.

3. Regardless of the level of assertiveness you have, increase it. You must take and maintain the initiative during each step of the process.

4. Remember, you are the one with a dilemma, since you are the one looking for a job. You are the one who has to get out there and make things happen. Expecting someone to knock on your door and ask you to come to work for them is a bit unrealistic as you can imagine. Unfortunately many college graduates believe that a college diploma is enough to get a job. Wrong.

5. Be prepared to send 150 - 200 various types of letters. A few members of the senior class will mail more than 200. Each week plan to send five letters and make at least a dozen telephone calls.

6. Although it takes time and effort to become effective in the job search, the steps in conducting a successful search make up a simple list!
   (A) Know what you can do well (your skills).
   (B) Decide upon a clear job objective and be able to articulate it.
   (C) Know how and where to find the people who hire.
   (D) Spend at least twenty hours per week in an active, well-organized job-search.
   (E) Have a daily plan.
   (F) Strive to schedule at least two interviews per week.
   (G) Do well in these interviews.
   (H) Follow up.

7. A successful job search depends primarily on your ability to clearly communicate in both the written and spoken form what you can do well and what you want to do. If you are not able to do this effectively, your employment chances are drastically reduced.
Preparation: Career Planning Self-Analysis

There is more to getting the job of your choice than just having a degree. Your degree may qualify you for certain jobs, but it is up to you to obtain the employment you desire. Advance preparation is critical. Examine what you can do to successfully meet the challenge of competition for employment in your field.

First, recognize that searching for the position you desire will be a full-time job. Be prepared to commit time and energy towards analyzing your career and life goals, and be organized and flexible in pursuit of these goals. The greater your commitment to career planning and job hunting, the greater your chances of finding a satisfactory job and a rewarding career will be.

Second, accept the fact that to obtain the position you desire requires a sales campaign on your part. Consider for a moment that you have a product to sell and that the potential employer is the consumer. As a salesperson, you must search out potential customers of your product and learn how they could use your product. You must be aware of your competition and know the product you are selling.

Finally, putting this in terms related to the job search, you must do a complete analysis of yourself -- your values, interests, and expertise -- in order to determine what you want, what you can do, where you would like to do it, and what, if any, your second choice might be. The following questions serve as a guide to accomplishing this self-analysis.

Who Am I?
Know yourself. Have you ever sat down and written a clear, concise statement related to this question? Could you, in five minutes or so, clearly describe your strengths, your weaknesses, your interests, your special talents? If not, you may find yourself at a distinct disadvantage because your competition may have made this self-analysis. Being able to discuss these things with employers in an orderly and convincing manner will make a much more favorable impression.

What Do I Want To Do?
Determine your interests. For many candidates, this is a very difficult question. To employers, however, it is one of the most important. The answer you give to this question will indicate whether you are realistic, and whether you have given serious thought to where you have been, where you are now, and where you hope to be in the future. The more thought you give to this question, the more convincing you will be. Employers need a starting point in evaluating candidates, and often this question is it. Remember, employers will be paying you for "doing something and not just for knowing something."

Why Do I Want To Do It?
Recognize your aptitudes. When an employer asks you this question, will you be able to answer it convincingly? Have you thought through what motivated you to make this decision? Are you realistic? The answer you provide to this question, like the answer to the question, "What do I want to do?" will be a determining factor in convincing an employer that you are 'the' candidate for employment.

Where Do I Want To Work? (This can have hidden meaning)
When an employer asks you, "Where do you want to work?" or "Why do you want to work for this organization?" the interviewer is anticipating a well thought out response.
1) It could mean to work for a specific employer.
2) It could mean to work for a particular size employer or a particular type of employer.
3) It could mean to work in a particular geographical location.
The responses you make to questions like these will assist you in deciding whether you should even interview with a certain employer. Your responses to these questions, should they be asked, will help you make a favorable impression.
What Are My Personal Qualities?
Evaluate those traits that will make you an outstanding candidate and be able to discuss them clearly and concisely.

What Are My Goals?
No one expects you to say with absolute certainty what you plan to be doing 5, 10, or 20 years from the time you enter the job market. However, many employers will ask this question. Their purpose is to see if you have thought about where your entry-level job may take you.

It is important for you to realize that you are being hired, not only for what you can contribute today, but for the potential you are exhibiting for tomorrow. Today is a developmental stage bringing about change, growth, and future direction. Tomorrow is the era that allows leadership qualities to fully blossom.

Think of career goals as basketball hoops. Without hoops, playing the game is worthless. Without career goals, employers might think of you as worthless.

What About My Physical Capacities?
Do you have any physical limitations that would prevent you from functioning in certain jobs? If so, concentrate your efforts on obtaining employment where these limitations will not be a hindrance in accomplishing your short and long term goals.

What Are My Leisure Time Activities?
Evaluate your personal interests and extracurricular activities. Determine how these can be an asset to you in accomplishing your goals. If you include these type of items on your resume, you better be able to articulate what you did and how the experience has affected you.

What About My Work Experiences And Education?
Determine what knowledge or skills you have acquired through your academic training and work experiences and how this new knowledge will transfer to your desired career path. Identify the special abilities you have at the present and for the future, and determine your best combination of abilities.
Preparation: Readiness Test

Beginning the job search is an overwhelming task for many students. However, effective planning and effort will pay off. Studies conducted by the National Association of Colleges and Employers have found students who developed specific goals about:

- where they wanted to live,
- what they wanted to do and,
- what type of environment they would like to work in, were significantly more successful at finding employment than those who did not plan.

The following short assessment test will help you determine how much thought and planning you have given to the job search. For those who have not yet begun the job search, use the test as a planning exercise.

**Directions:** Score one point for each item that you have completed. Total your score at the end of each section.

### Personal Requirement/Planning

- I have considered my preferences and restrictions regarding:
  - Geographic locations I will consider:
  - City, country, or suburban work setting:
  - Other factors (i.e., health constraints, loved ones, etc.):
- I know what type of organization that I want to work for (i.e., manufacturing, financial, social services, non-profit, large, small, etc.):
- I have taken either the Myers Briggs Type Indicator or the Strong Interest Inventory to learn which professions best suit my personality style.
- I can articulate my strongest skills and interests.
- I can articulate how my skills and interests can benefit an employer.
- **TOTAL SCORE** (A score less than four indicates that you should consider these issues further)

### Graduate School Planning

- I know my career objective and understand that it will require an advanced degree.
- I have discussed my plans with my academic adviser.
- I understand applying to graduate school should be done early during the fall term.
- I have taken, or arranged to take, the required admission exam.
- I am researching financial aid options.
- **TOTAL SCORE** (A score less than four indicates an incomplete graduate school search process)

### Job Search Planning

- I have developed a beginning list of at least 15 employers whom I will contact.
- I have conducted informational interviews with people in my field for advice, contacts and suggestions.
- I have written drafts of letters of application, inquiry, and appreciation.
- I have a finished resume ready to send.
- I have established a credential file and asked three to five people to write letters of recommendation.
- I have used the Career Resources at Career Services and the Marion Campus Library regularly to develop leads and/or do necessary career research.
- I have had at least one mock interview.
- **TOTAL SCORE** (A score less than six indicates an incomplete job search approach)
Preparation: Sequence

Junior Year
1. Establish contacts in your area of geographic preference. Let people know of your career plans. Use the Career Network computer data bank in Career Services to make contact with alumni willing to assist you during your job search.
2. Visit with professors of interest, and ask questions.
3. Gain experience in paid or volunteer jobs, internships, and on/off campus activities. Those related to your chosen career are often best, but working in a totally unrelated area can prove valuable also.
4. Conduct informational interviews to learn more about career opportunities and particular organizations that are of interest to you (more on this later).

Senior Year (fall quarter)
1. Become more acquainted with Career Services staff members and services.
2. Going to Graduate School? Register for the appropriate graduate admissions test.
3. Establish a credential file.
4. Ask appropriate persons to write letters of recommendation for your credential file. Include three to five recommendations from faculty and employers. Persons who serve as references should be able to evaluate academic abilities, your potential professional performance and your personal traits.
5. Attend as many of the special Career Services workshops/seminars as possible.
6. Finalize the resume.
7. Use the Career Resource Library materials:
   • The Ohio State University at Marion job bulletin an on-line job opportunities listings
   • general career information,
   • information on individual companies and various geographical areas;
   • employment trends;
   • salary information,
   • government employment,
   • overseas jobs,
   • video tapes, and
   • handouts and magazines on conducting a job search.
8. Strengthen job contacts via direct personal visits. December is a good time for this. If necessary, ask for a conservative interviewing suit as a Christmas gift. Appearance plays a vital role in interviewing.
9. Take part in as many mock interviews as possible both on and off campus.

Senior Year (winter quarter)
1. Draft formats for letters of inquiry, application, and appreciation.
2. Ask a Career Services staff member, an Ohio State University at Marion faculty members, employers, and friends to critique documents. Tip: Anytime someone gives time/energy to advise you and helps you with your job search, follow-up with a thank-you note.
3. Set a weekly goal for yourself. If you send five letters a week during winter and spring quarters, you will have 90 letters circulating by graduation. Plan on sending 150 - 200.
4. Watch Buckeye Briefs and join the Education-Jobs listserv for on-campus and job postings. Go to: (www.marion.ohio-state.edu/career) click on “employment.”
5. Strengthen your interviewing skills by arranging additional mock interviews. The more you do the more comfortable and confident you will feel during an actual interview.
6. Increase your options by exploring alternate career opportunities. Investigate career areas that will build on your liberal arts education as well as your personal strengths and skills.
7. Research resources available to help you with your job search: Career Services staff, faculty, Career Resource Library material, family, friends, previous employers, high school teachers, etc.
Preparation: Ten Common Mistakes

1. Not taking action. Putting off decisions, calling, following leads, writing letters, or looking. Not doing anything constructive or even thinking about doing something. Making excuses, limiting yourself, erecting roadblocks, complaining, and general laziness.

2. Not being committed to the job search. Not making adequate time for preparing and searching; not making it the highest priority. Counting on something to happen.

3. Not empathizing with the employer's perspective. The employer has needs, time frames, problems and constraints that may or may not be compatible with yours. Remember, the world doesn't revolve around you!

4. Not being positive. Underestimating the power of attitude on the job searching process and on the employer.

5. Not taking advantage of all potential resources while searching. Overlooking the assistance and leads that can be found in talking with friends, parents, professors, etc. Not using libraries. Hesitating to call unknown people.


7. Not exploiting skills and experiences. Not understanding your unique value, strengths and marketability.

8. Not anticipating and practicing for an interview. Not being able to interpret or expand upon past and present activities, objectives, and criteria. Not role-playing and formulating a strategy for success.

9. Not following up in a professional manner. A letter of appreciation, even after rejections, can make a name for you in what may prove to be a small, closely knit profession.

10. Not realizing that getting a job is your responsibility. No one owes you a job. Career Services can not place you in a job. We can, however, help you learn the skills to place yourself. As the old saying goes, "You can give a person a fish and feed them for a day, or you can teach a person to fish and they can be fed for a lifetime."

Preparation: Record Keeping

During the job search, you will make contact with many employers, either through the letter writing campaign, by telephone, or through personal interviews. To be most effective and make the best use of your limited time, you will need to establish some system for keeping a record of your activities.

By using the form on the next page, you will be able to keep track of the employers with whom you have been in contact. You will also have a record of when you wrote, the names of those with whom you interviewed, the date, and outcome of the interview. You will know when you received an offer of employment or a letter of rejection and when you followed up with other correspondence. Using the form will assist you in determining the next step you should take to either keep this contact alive or close it off, and when to begin making other contacts.

And finally, remember this... In aiming at any position of responsibility, you must find that position for which you fit, qualify and where you will be able to demonstrate a high level of skill. Your first task is to prove to your employer that you have the ability to learn and to learn quickly. This should be coupled with the obvious desire to take on responsibility. You must, therefore, look for that employment situation which offers the best chance to continue the learning process and the opportunity to take responsibility as soon as you are able.
Preparation: Locating A Teaching Position

Finding a teaching position takes hard work and a certain degree of knowledge or skill in the job search process.

1. Networking
   Most jobs are found this way. Be sure to tell everyone you know that you are looking for a teaching position. If you have friends or relatives, in state(s) where you intend to search, be sure to seek out their assistance. Others on your list may include: your college professors, past high school teachers or principals, your student teaching and field experience supervisors, Career Services staff, parents, relatives, friends, family doctor, pastor, etc. Ask them to listen and watch for job openings and to notify you if they learn of something that meets your qualifications. The more people on your list, the better.

2. Telephone
   Using the telephone to make a “cold” call is not always the easiest thing to do; but it can prove to be beneficial. You will usually get immediate feedback. If you find out that a position is available or soon to be available be sure to ask, "How do I apply?" If no positions are open be sure to ask, "Do you know of any positions open at any schools in the surrounding area?" The telephone can also be used to make contact with school districts out of state. Some school districts have toll-free numbers. Call and find out how you can apply for a position and/or how to be kept informed of new openings. The way to get information is to ask for it.

3. The Web
   Go the Career Services Homepage at: http://www.marion.ohio-state.edu/career Click on “Employment.”

4. Newspapers
   Depending on the newspaper(s), you may or may not find job listings as plentiful as other resources available to those in the profession.

5. American Association of Employment in Education (AAEE)
   AAEE offers reciprocity with other participating college and university members to allow graduates to take advantage of each other’s services. Check with Career Services for a list of member colleges or visit http://www.ub-careers.buffalo.edu/aaee

6. Job Bulletins and Web Sites
   Use the Internet to check out school districts and teacher job posting sites from around the globe. One such site is http://www.teachwave.com/.

7. Letters of Inquiry
   If you are certain what part of the state you want to live in you may wish to write letters to the appropriate school districts and inquire about possible future openings. Use the following site to search for Ohio school districts. http://webapp2.ode.state.oh.us/oads-r/query/default.asp If you wish to live in another state you may want to consider sending letters of inquiry to appropriate school districts to inquire about possible future openings. Career Services has a hard copy directory of all the U.S. school districts.

8. State Education Offices
   Call the teacher certification office in the state in which you desire to teach and inquire about how jobs are typically listed in their state (i.e., newspapers, college career offices, state employment agencies, etc.). Check the back of this handbook for a directory. Ohio: http://www.ode.state.oh.us/
Preparation: Networking

Networking means utilizing friends, relatives, and acquaintances to learn about employment opportunities. Let people know that you are looking for a job, what type of job you are looking for, and when you will be available for employment. The employment potential of networking with your families' friends and relatives cannot be overestimated. Each year, over 40 percent of The Ohio State University at Marion graduates find jobs in this manner.

Have you ever heard the expression, "It's not what you know but who you know?" As distasteful as this may seem, it's somewhat true up to the point of making contacts that will turn into an interview. No matter who you know, you'll still have to prove what you know during an interview, and that's where you will prove your worth.

Informational Interviews

This type of interview is another type of networking. It's an activity that allows you to:
1) clarify thoughts about career plans.
2) learn more about different professions or areas of the profession.
3) get inside an organization and talk directly to people who could hire you.

Why should I do it?
If done well, this type of interview yields a non-threatening dialogue between you and potential employers. You can obtain useful information that will help you select your career and the type of organization where you want to work.

Is it worth my time?
Although the informational interview may seem a bit off-the-track of your goal of obtaining a job, it is actually the best approach for eventually securing employment. This type of interview should not be used, however, as a job interview or a practice interview.

Will managers take the time to talk with me?
If surveyed they would probably indicate that they do not have the time for such an activity. In practice, however, they usually are flattered to be asked, especially if you have sought them out because of their expertise. Besides, most people enjoy talking about themselves, their profession, and the organization for which they work. It also gives them a chance to reflect upon their changing needs and circumstances.

How do I arrange a meeting?
Call the head of the department or the manager in the area of your interest who has the authority to hire you. Be considerate and verbally recognize their busy schedule when asking for an appointment to ask questions relating to a field of work, the industry, or their particular company or department. Try to limit discussion to 15 to 20 minutes.

Should I use referrals in the networking process?
Referrals are important in making contacts, but they are not necessarily the best way to proceed. Referrals help ease the process of introducing oneself to strangers, and they build on relationship of others. However, too much emphasis is often placed on referrals to the detriment of taking the individual initiative of establishing cold contacts. Indeed, you may do just as well on your own by making contacts with strangers. The problem with referrals is twofold:
1) They are often time consuming because they rely too much on personal relationships.
2) You cannot be certain of the nature of the relationship between the sources of your referral and your networking contact.

Cold calling techniques can be more effective because they can be initiated rapidly and they do not involve a questionable third party. However, for introverts who have difficulty making cold contacts, the referral method will be the easiest because they will receive few rejections.
What should I ask during an informational interview?
Once you have met with the person, express interest in all you see and hear. Be courteous. Ask for a tour, if they have time. Learn as much as possible about your field of interest and options available to you. A few good questions to include in your discussion are:

1. How did you get where you are today?
2. What do you like most about your job?
3. What do you like least about your job?
4. What would you suggest I do to prepare to enter into a job such as yours?
5. What does it take to be good in this field?
6. What kind of special skills or certifications are needed?
7. What are the minimum requirements for an entry level position?
8. What kind of personality is required: physical and mental requirements?
9. What are the rewards and frustrations of your job?
10. What does your spouse think about your job?
11. How much overtime is there and when does it occur -- seasonal, end of the month, etc?
12. How much pressure is involved with your job? (deadlines)
13. How much social contact with others is there? (employees and clients)
14. Is it a job where you are sitting, standing, or doing a mixture of both. Amount of physical activity?
15. What are the number of job levels in the career, normal pattern of advancement, normal salary progression?
16. How much more do top people get in comparison to the rest of the employees? What is the salary range?
17. How much travel is involved with your job?
18. What experiences, skills, and personal characteristics do you consider most important?
19. In the position you now hold, what do you do on a typical day?
20. What previous jobs did you have that led up to this one? Qualifications?
21. What entry-level jobs qualify one for this field?
22. Are there other areas of this field to which people in it may be transferred? What are they?
23. What types of training do companies give to persons entering this field?
24. What special advice would you give to a young person entering this field?
25. Do you view this field as a growing one?
26. As a woman, will I face any special problems in a career in this field?
27. Could you recommend another person whom I might contact for further information?

Take paper to write names and addresses if the person will refer you to others. Other than this, do not take too many notes during the interview. When you do take notes, keep them short. Remember the purpose of the informational interview is to network, make a friend. This is NOT the time to ask for a job, this is not a job interview. This is one of the few occasions in your life when you can randomly talk with individuals about things that interest you…enjoy it.

Do I ever bring up the subject of employment?
There should be a natural shift in the conversation after you have many of your questions answered, so that the other person will typically ask you some questions about yourself and your future. Explain that you are interested in the profession and are gathering information to assist you in your decision. Don't be anxious to say that you are currently looking for a position. If you have made a favorable impression, he/she will remember you and possibly even suggest that you consider their company or refer you to another company with a current opening.

What do I do after the informational interview?
After the phone conversation or preferably a personal meeting with the individual, send a letter of appreciation thanking the person for their time and information you received. It may be that you have decided that this is the career you want to commit yourself to and the organization for which you want to work. You can certainly say this in the letter of appreciation and ask if he or she is aware of any opportunities with the company. This is also a good time to include your resume. And by all means, keep in touch with your new networking contact.
Preparation: Credential File

What is a credential file?
A credential file is a convenient, time saving tool that if used correctly will help to sell your qualifications to a potential employer. A credential file primarily consists of your letters of recommendation and other documents to support your candidacy for a job.

- Three to five letters of recommendation written by individuals with whom you have had a positive professional experience.
- A teaching philosophy statement. This gives you the opportunity to present your thoughts in a concise well-written document.
- An un-official college transcript.
- A copy of your resume.

Should I set up a credential file?
Without it, you might be required to collect letters of recommendation and copies of evaluations each time you apply for a job at a different organization. It is not unusual for applicants to apply for 50 - 100 positions or more. You can see how beneficial it is to have all information easily accessible and in one location. For teaching professionals the establishment of a credential file is an essential part of the job search process. It is almost impossible to be employed in public or private schools without one. The data contained in this dossier is a significant part of the screening and employment process.

During the early phase of your career search, letters of recommendation can be easily retrieved and sent to prospective employers if a credential file is established. Professional educators have long relied on the use of a college credential file as a holding station for these materials. You are encouraged to establish a file to enhance your employment possibilities.

Typically, after the employer reads the letter of application and resume, the next thing looked at are the references. Especially the evaluation of your student teaching experience. If you are new to the profession, professional recommendations are essential for any candidate seeking employment. Letters of recommendations are beneficial, but they can also be a detriment if you don't update your file regularly. Keep your recommendations and file documents current.

Who should I ask to write letters of recommendation?
Employers, supervisors, and professors are excellent resources to have evaluate your work performance, academic achievement, and personal skills and abilities. Specifically, consider asking supervisors of internships, work-study employment, summer camp, and volunteer activities in addition to employers and other faculty or staff members.

When should I use my file once it is established?
Many educational administrators request the credential file as part of the application process. Your candidacy may not be complete until it is received by the school district. It will be your responsibility to see that sets are mailed in a timely manner and to contact the school district to check to see if all materials have been received.
Preparation: Letters of Recommendations

1. Arrange a convenient time to meet with your reference to discuss your request. Ten to fifteen minutes is long enough.
2. Explain what it is you hope for in the letter and ask straight-forwardly if the person feels he/she has sufficient knowledge of you to validate the qualities, skills, or performance you need affirmed.
3. Be prepared to explain why you are asking this particular person for a letter of recommendation. If you or the person you are asking to write the letter have reservations about your past performance or your qualifications now is the time to discuss them.

Once it is agreed that the request is appropriate, supply the writer with the following information:

1. Indicate whether the recommendation is to be used for a job search or graduate/professional application. It will make a difference on how the recommendation will be written.
2. Specific information, whenever possible, about what is being applied for (job description, assistantship criteria, catalog description of the course of study, etc.)
3. If applying for graduate or professional school, a copy of any completed application form including a personal statement or essay you have written.
4. A copy of your transcript or at least ask if they would like to see it.
5. A copy of your resume. Again, at least ask if they would like to see it.
6. A reminder of the courses, special projects, or extra-curricular activities on which you worked together (comment on why you believe it is relevant).
7. A stamped, addressed envelope.
8. A date by which you must receive your letter for inclusion in your credential file.

Discuss with your reference the criteria you feel will be important in the selection process. Be informed if the letter should discuss your academic performance specifically or generally, or if it should include comments on personal attributes, as it may make a difference in what you will ask others to write.

Remember, you are asking for a favor. Your best manners are essential at this stage of the game. Do not merely hand the person a form and expect him/her to "fill in the blank space". Also, give your reference sufficient lead time (at least two weeks) to complete the task, rather than "I need this by Friday". Conducting yourself in a professional manner will demonstrate to the writer your determination to succeed and will result in a better recommendation.

Preparation: Portfolios

In preparation for an interview, it is becoming more and more essential to collect and organize material in a convenient and usable fashion. An interview portfolio containing materials that are not usually part of a resume or credential file can be used effectively. A portfolio is not sent or given to the employer but should be used in an interview to present materials that can strengthen a verbal response or demonstrate a skill or talent. In some situations, a portfolio may not be necessary or even appropriate. It is important to be perceptive in how and when to use the materials to your advantage. The following are a few suggestions.
Sample Lesson or Units
Presenting examples of lesson plans and/or units developed or implemented may emphasize and reinforce a response to an employer's question about previous teaching experience. The materials contained in these samples can illustrate organizational ability as well as knowledge of the subject area and creativity. Teachers in certain fields should routinely have available the following items:

Art:
Slide presentation of your work. Examples of student projects.

Music:
Vocal or instrumental arrangements, marching band patterns, tapes of student performances or lessons.

Language:
Audio tapes involving student participation or bilingual lesson.

Teaching Certificate
A copy of the teaching certificate can clarify questions regarding certification or certification probability. Use a photocopy of your original certificate. Keep the original certificate in your personal/professional files for safe keeping.
If the teaching certificate has not yet been issued, include a list of subject areas in which certification will be granted.

Character References
Your credential file should contain “professional” letters of recommendation related to educational and professional experiences. However, “character” references from ministers, business and political leaders, neighbors, etc. could be included in the portfolio and offered to employers who may express interest in this type of reference.

Video Clips
It is permissible to include a short three to five minute videotape highlighting you in a real life teaching experience. Avoid using a staged event.

Photographs
Attractively arranged photos of bulletin boards you created, science projects, class activities, special events that demonstrate your involvement and creativity can be included.

Paper and Pen/pencil
Always have paper and a writing instrument for note taking.

Preparation: How to Build It
It is strongly recommended that you create a homepage using one of the many free web-page building and hosting sites available on the Internet. Using this medium gives you the opportunity to not only demonstrate your creativity but show your technological capabilities as well.

If this is simply impossible for you to do any or all of the items suggested can be attractively arranged in a simple three ring binder or accordion file. Organize the material so that it is convenient for presentation during the interview. As you progress in your career, relevant material should be added and out-dated items deleted. The interview portfolio is not only an effective visual tool, but will assist you in organizing materials which will be helpful at various stages of the job search.

The hardcopy version of a portfolio is never left with the employer. It is your sales presentation. That’s why it is preferable to create a web-based portfolio that can be viewed by an employer at anytime.
Resumes

There is no overall consensus as to what constitutes a good resume. However, one of the prime rules to keep in mind is that **employers typically spend less than 45 seconds skimming your resume** to determine if it is worth further consideration. Therefore, make certain your resume is organized and attractive enough to pass this test.

There are two basic formats for resume preparation: chronological and functional. Regardless of which style you elect to use, preparing your resume will take more time and energy than you will anticipate. Especially if you want to build a good one. Remember, the resume is your sales tool, therefore, select the style that will highlight your best qualities and yet remain visually appealing to the reader.

Your resume, when done properly, will quickly identify for the employer:
1. Who you are
2. What you would like to do
3. What you know
4. What you have accomplished
5. What you can offer an employer

Design your resume so that it emphasizes the job qualifications and personal strengths that will serve the employer's needs. Remember, there is no exact, right way to develop a resume. However, it should be:
1. Typed and spaced properly.
2. Limited to two pages in length, preferably one page.
3. Brief and to the point, incorporating phrases rather than prose and complete sentences.
4. Complete, containing all information relevant to your education, work experience, and objective.

**Chronological Style**

Chronological resumes are the easiest to prepare and thus appear to be the more popular style of resume used. In this style, you identify information in descending order, with the most recent events listed first under each heading.

Chronological resumes require selective wording in order to minimize the amount of interpretation the employer will have to do. Use active verbs to describe your experiences, and highlight transferable skills. Avoid cluttering up the resume with personal or irrelevant data.

**Functional Style**

The functional resume enables the candidate to focus on skills, aptitudes, and qualities that can be applied to a number of situations. This style of resume de-emphasizes chronological listings and emphasizes qualifications, skills, and related accomplishments. Skills are organized into categories that tell employers what you will be able to do for them.

Functional resumes are especially valuable for candidates who lack direct job-related experience; who want to work in fields not related to their academic backgrounds; or for those whose education is so general that they must find a way of bridging the gap between their education and the job requirements. This type of resume is also well suited for candidates who have considerable work experience because it allows them to portray the skills they will be able to put into immediate use.
Resumes: Steps in the Writing Process

This exercise is designed to make your resume writing experience as easy and less time consuming as possible. It is important that each of the following steps be followed. HINT: Writing a resume is like writing a short, very stylized essay. The job objective is your topic sentence or theme to the essay. Everything else supports it. And just like an ‘A’ essay, it will need to be revised again, again, and again!

Step 1. Identify three to five specific skills/strengths you know will be necessary for the job.

A. ____________________________________________
B. ____________________________________________
C. ____________________________________________
D. ____________________________________________
E. ____________________________________________

Step 2. Using a pencil on a separate sheet of paper, complete sections 1 - 8 as described on the following pages.

Step 3. Edit each section until it maximizes your strengths.

Step 4. Prepare a rough draft on a computer and store your information on a personal data disk. Don't bother trying to make your resume perfect...yet.

Step 5. Bring a computer print out of your rough draft to Career Services for assistance. Review a collection of resumes from past The Ohio State University at Marion graduates and examine reference books that have examples of resumes for ideas.

Step 6. Make the necessary revisions and return to Career Services to discuss your resume with the director.

Step 7. Make any additional revisions.

Step 8. Print your final resume on a laser printer and have it copied on a quality copier.

Step 9. Customize your ‘job objective’ and other sections of your resume each time you send it out. Today's employers resent receiving a generic resume.

Step 10. Store and backup copies of your resume on your data disk for quick access.

Resumes: Items That Should Be Included

**Identifying Information**
This should include your name, current address and telephone number (including zip code and area code), e-mail, as well as a permanent address and telephone number where you can also be contacted during your transition from college to your new location.

**Objective or Summary Statement**
Briefly state the type of position you are seeking and indicate how your qualifications relate to your desired objective. Be as specific as possible.
**Educational Background**
Beginning with your most recent college degree, work backward. Be certain to include your degree, name of school, major(s), minor(s), concentration, date of graduation, cumulative grade point if above a 3.0, and major GPA, class rank if in the upper quarter, and the name of the school.

**Related Course Work**
List four or five relevant or unique courses that you think relate well to your job objective.

**Related Experiences**
Typically for beginning teachers this is labeled ‘Student Teaching Experience.’ In short specific phrases explain what you did and what the results were. Paint a verbal picture in the mind of the employer showing him/her your achievements or activities you performed.

**Employment Experiences**
Beginning with the most recent experience, work backward. Any kind of summer employment, part-time employment during the school year, volunteer work, internships, etc. should be included.

**Activities**
Prospective employers want to hire a total person and, therefore, will be interested in your activities outside the classroom. Identify the organization(s) to which you belong and the role you play in each (such as serving on committees, holding offices, etc.). Use descriptors to show how you have used a skill successfully that directly relates to the requirements of the new job.

**Honors**
List all honors bestowed on you during your college years.

**Interests**
This is optional. You may wish to identify some of your personal interests if they are pertinent to your career goals and/or the needs of the employer. On the other hand, do not include this information if it takes up space needed for more relevant information.

**References or Portfolio or both**
Include either the names, etc. of three references, available upon request, or the address where the employer can view your electronic portfolio.

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**Items not to Include on a Resume**

**Personal Data**
Since information such as age, sex, height, weight, martial status, etc., does not reflect your qualifications and may be used to discriminate, don’t include this information on your resume.

**Photograph**
Do not give an administrator the unfair advantage of screening you out based upon your looks. Remember your resume speaks only of your qualifications to do the job you are seeking. If you must send a photograph do so in a thank you letter after a personal interview.
Resumes: Section by Section

SECTION 1: IDENTIFYING INFORMATION
1. Center your full name in BOLD CAPITALS - first, middle initial, last.

2. Insert the heading: CURRENT ADDRESS in bold capital letters.

3. Insert the heading: PERMANENT ADDRESS in bold capital letters.

4. Insert mailing address.

5. Insert city, state, and zip code.

6. Insert phone number including area code.

7. Insert e-mail address.

8. Insert homepage address.

Or, you may elect to list the above information on one line, double-spaced under your name.

Note: Once you have established a permanent address of your own, delete the current address section and center the permanent address section under your name.

SECTION 2: OBJECTIVE OR SUMMARY STATEMENT
1. An objective is used to describe your career goals to an employer. Avoid being overly wordy or too limited in your focus.

   A. Use a want to...statement and a willing to...statement to identify your desired level and position. Better yet, write your objective to fit each specific opening.

   B. Capture the employer’s attention by highlighting your strongest qualifications/skills that match their needs.

   C. Show what you can do for the employer, not what they can do for you.

Although the objective can often be difficult to write, the more you tailor or fine-tune your objective to specifically fit the district or position, the better. Avoid using vague philosophical fluff such as: "To obtain a rewarding career with a progressive school district that will allow me to contribute and at the same time provide a challenge while aiding in my personal growth." Blah!

Objective Examples:
Secondary Math Teacher - preference for senior high, but willing to teach at middle school.

Elementary Teacher - prefer grades K - 3, but willing to teach upper grades.

Journalism Instructor - Grades 7 - 12 with emphasis in print media.

Drama Instructor - preference for high school, willing to teach junior high.

To enhance your want to... and willing to... statements, add a descriptive statement of your highest qualifications, interests, or skills that best sell you for the position you desire.

Elementary Teacher - preference for grades 4 - 6, but willing to teach in lower levels - interested in working with multi-cultural, bilingual student population where there is a need for incorporating reading and language activity
centers, encouraging parental involvement, and increasing multi-cultural appreciation through character building programs.

Drama Teacher - preference for high school, but willing to teach junior high where there is a need for creative progressive drama programs and high energy directing of individual and group activities that inspire cooperative efforts and skill improvement. Anxious and willing to sponsor extended-day drama activities.

SECTION 3: EDUCATION
1. Insert the heading: EDUCATION in bold capital letters.

2. List your most recent degree or education first, followed by the month and year.

3. Include the name of the institution where you received your degree. On the same line include city and state.

4. Insert your major(s).

5. Insert your minor(s), concentration, or emphases.

6. Include your cumulative and/or major grade point average if it is 3.0 or above. It is not considered beneficial if your GPA is below 3.0. It is not necessary to refer to a 4.0 scale.

7. Insert class rank if in the top quarter.

SECTION 4: RELATED COURSE WORK
1. Insert the heading: RELATED COURSE WORK in bold capital letters.

2. List 3 to 5 relevant courses that reflect your ability to perform your job objective.

SECTION 5: RELATED EXPERIENCES
Note:
All your work experience may be included under this heading or you may prefer to divide it up under one or more of the following headings: STUDENT TEACHING, FIELD EXPERIENCE, OTHER WORK EXPERIENCE, COACHING EXPERIENCE, LEADERSHIP EXPERIENCE, VOLUNTEER SERVICE, etc.

1. Insert the heading of your choice in bold CAPITAL letters.

2. List and underline the title of each position you held. Start with the most current and work backward.

3. Identify the name of the company or organization where you worked.

4. Enter the city and state.

5. In parenthesis, enter the period of time in which you were employed. Enter the information as simply as possible, for example; (January 3 - March 15  20xx), (20xx - 20xx) or (Summers, 20xx - 20xx). Do not split a parenthesis so that half is on one line and the other half is on the next line.

6. Describe your responsibilities and/or accomplishments for each position. Begin with an active verb such as, formulated, developed, initiated, achieved. Work to establish a case for hiring you. What did you do and how well did you do it? Employers like to see things in measurable terms, so present facts and figures whenever possible. Be sure to cite specifics, such as: promotions, programs you worked on, and special skills. Use the past tense even if you are presently employed in a position. Repeat this step for each position you have held.
Note: The biggest mistake most people make when describing job responsibilities is not developing a case. Specify what you did for each position and then describe it fully so the prospective employer can see you performing the task.

Poor example: Worked with students on individual basis.
Good example: Prepared personalized vocabulary work-sheets for five students needing individualized attention.

STUDENT TEACHING
Third Grade, Carey Elementary School, Somecity, Ohio (August - October 20xx)
- Developed and taught lessons in reading, writing, spelling, mathematics, and map skills
- Created and executed independent learning units for 15 learning disabled students
- Counseled four students needing disciplinary action which resulted in improved behavior

Fifth Grade, Oelwein Community Schools, Oelwein, Ohio (October - December 20xx)
- Prepared and instructed instrumental band lessons for Elementary and Junior High School
- Conducted concert and jazz bands, charted marching shows, and choreographed flag corps
- Taught classroom unit on the history of the marching band using a Power Point presentation

Math/Computer Science, Westing High School, Chicago, Illinois (October - December 20xx)
- Developed and continued a working relationship with predominately inner-city minorities
- Planned and implemented two consecutive units on BASIC computer language
- Created seven individual units for students who needed to move at a slower pace

FIELD EXPERIENCE
Second Grade, Somecity Community Schools, Somecity, Ohio (12 hours, October 20xx)
- Observed children on an individual basis, as well as in small groups
- Taught mini-lesson on good behavior using group projects and presentation assignments
- Created bulletin board displaying positive friendship traits

Volunteer, Schoitz Substance Abuse Program, Waterloo, Ohio (January - May 20xx)
- Acted as team member by preparing and presenting lectures to 27 live-in residents
- Provided leadership in small and large peer counseling groups
- Completed social histories, conducted initial assessments and helped develop treatment plans for individuals

Spanish Class, East Park, Danville, Illinois (22 hours, January - March 20xx)
- Designed history unit covering Spanish influence during colonial America
- Co-supervised field trip to Chicago museum to view Spanish art and culture
- Lead group discussion covering Spanish phrases used in American language

OTHER WORK EXPERIENCE
Resident Assistant, The Ohio State University, Columbus, Ohio (September 20xx - May 20xx)
- Functioned as liaison between 48 residents and college administration
- Counseled and advised residents on personal and college related problems
- Planned and implemented educational programs relating to independent living
- Assisted with administrative details to minimize paper work for Associate Dean

Staff Accountant, Marold and Alexander Certified Public Accountants, Waterloo, Ohio (Fall, 20xx)
- Participated in eight audits (banks, colleges, and schools)
- Handled cash receipts, cash disbursements, accounts payable and payroll
- Prepared corporate tax returns
Admissions Ambassador, Admissions Office, The Ohio State University at Marion, Marion, Ohio (20xx - 20xx)
• Developed and trained 17 participants in Admissions outreach programs
• Participated in staff meeting discussing retention and enrollment management
• Assisted in the selection, training, scheduling and development of 60 tour guides

SECTION 6: ACTIVITIES
NOTE: When you have been active in extracurricular events during college it is recommended that you document these on your resume. Employers look for outgoing and active people. This section is a way to document your versatility to employers. Examples include: offices held, activities, or interest groups in which you can demonstrate how you have taken an active part.

1. Insert the heading: ACTIVITIES in bold capital letters.

ACTIVITIES
Captain of Cross-Country Track Team, The Ohio State University, Columbus, Ohio (September 20xx - May 20xx)
• Led team to a state title for two consecutive years
• Provided team support to new members by spending extra time to discuss mutual strengths and goals

Resident Hall Floor President, The Ohio State University, Columbus, Ohio (September 20xx - May 20xx)
• Supported and counseled 18-25 member resident hall to promote unity and cultural harmony
• Served on committee to develop guidelines for new campus escort service

SECTION 7: HONORS
List any honor that was bestowed upon you. Do not confuse this with "Activities". Honors are bestowed to you; activities are those that you sought out in order to participate.

HONORS
Dean's List, The Ohio State University at Marion20xx Student of the Year, Recipient 20xx Faculty Citizenship Award

SECTION 8: INTERESTS
NOTE: This section is optional and is usually included only when there is something special that is pertinent to your career objective or to fill in unused space on your resume.

1. Insert the heading: INTERESTS in bold capital letters.
2. List those interests that match or relate to your career goal.

SECTION 9: REFERENCES or ELECTRONIC PORTFOLIO
Insert the heading in bold capital letters
References:
Insert the person’s name, title, organization, address, city, state, zip, and telephone numbers for three of your best references.
Electronic Portfolio:
Type in the Internet address where the employer can locate your electronic portfolio.
Resumes: Writing Descriptive One-Liners

1. **Be Explicit and Use Action Verbs.** Banish the overworked phrase "Responsible for..." Employers don't need a job description; they need to see what you have accomplished.
   - Initiated and wrote a petition signed by 1300 residents to ban non-returnable bottles, successfully getting it on the ballot.
   - Taught computer programming to high school students.
   - Interviewed, hired, and trained 24 waitresses and bartenders.
   - Self-published a 62 page manual on how to write effective organizational newsletters.

2. **Be "Punchy"**. Remember that more is not better, and use direct, simple English. Say "human relations" instead of in-ter-per-son-al relations", for example. Two syllables are punchier than five!

3. **Quantify Your Accomplishments**, where appropriate, telling how much, how many, how often. For example, you can say how many people you supervised, or what your total sales figures were.

4. **Describe the Value or Benefit From Your Activity.** For example, answer the implied question, "So what?" Perhaps your work ultimately saved money, or increased productivity, or improved public relations.

5. **Take Credit for Your Role in the Activity.** If it was a team effort, you can say "Co-authored..." or "Collaborated with..." or "Co-led..."

6. **Describe the Accomplishment or Make It Clear What Your Contribution Was.** For example:
   - Supervised the entire relocation project of our company's satellite warehouse, successfully moving $6 million in equipment and materials in one weekend:
     - computed the best layout of floor space to assure a smooth flow of materials;
     - set up a computerized inventory location system
   - Earned public recognition for outstanding project management of an important scientific study involving new uses for chemical research methods:
     - trained other technicians in correct research methods;
     - carefully monitored data and alerted engineers to any inconsistencies;
     - maintained consistent procedures to guarantee the integrity of the research.

7. **Use Compound One-Liners**, as in the example above, to describe an accomplishment involving several different steps. A compound One-Liner starts off with a fairly general overview statement, ending in a colon, and followed by several more detailed sub-statements. This gives you the chance to use even more action verbs, one at the beginning of each line. Notice how many action verbs are used above: "supervised," "set-up," "earned recognition," "trained," "carefully monitored," and "maintained." All in just two compound one-liners.

**Resumes: Be Aware of the Following...**

1. **Don't Take Your Accomplishments for Granted.** Perhaps you resolved a long-standing problem, or discovered a new and better approach to getting things done.
2. **Don't be Modest** about saying that you are good at what you do. Perhaps you were just doing what you were supposed to do, but if you did it with pride and professionalism, and got results, that does matter.
3. **Don't Be Constrained** by "official" job description or responsibilities when describing your work accomplishments. Sometimes you do your most valuable and creative work when you're operating BEYOND or outside routine expectations.
4. **Don't Describe Activities That Are Not Relevant to the Job.** Keep referring back to your job objective. Think of it as your thesis for a persuasive paper. Your task is to convince the reader you have what it takes to do the job.
5. **Don't Describe Work Experiences You Didn't Like, or want to avoid repeating in a new job.**
**Resumes: Examples of Effective One-liners**

**Skill: Teaching**  
**The Objective:** Elementary Teacher  
- Created flannel board stories to enhance learning  
- Developed, administered, and scored an Individualized Reading Inventory and Standardized Reading Inventory for 63 fourth graders  
- Taught individualized math and three reading groups

**Skill: Promotion Development**  
**The Objective:** Position in the travel or hotel industry  
- Developed training video for newly created activities programming board  
- Increased participation in summer campus activities by using direct mailers  
- Served as liaison to quickly resolve problems with college administrators

**Skill: Counseling**  
**The Objective:** Social Worker  
- Advocated and interpreted for clients having problems with community service agencies  
- Performed intake interviews; clinical assessments; referrals; treatment plans  
- Conferred with treatment team members to create problem-focused intervention plans

**Resumes: Creating the Scannable Type**

Increasing numbers of organizations are moving toward automated (paperless) resume processing and applicant tracking systems. Thus, if you write and design the technology-compatible resume and cover letter, you'll enjoy an edge over the applicant whose resume and cover letter can't be added to a database.

Those involved in the hiring process can query the database using criteria or key words intended to find candidates whose skills and/or experience fit the job opening. Resumes matching the job opening's criteria are typically forwarded electronically to the person with hiring authority who then selects candidates for interviews.

What today's job hunter needs to know is that computers read resumes differently than people do. The computer searches resumes for the "key words" it has been programmed to find-words that define the requisites of a particular job. The key words for an educator, for example, might include "matrix designs", curriculum design, classroom management, cooperative learning process writing collaboration, MAG or multi-age grouping inclusion, Chicago Math literature based foundation curriculum, whole language houses, manipulative hands-on team teaching, and others which you know about. If your scanned resume doesn't contain these key words, the computer passes it by...and you're out of the running.

The higher the number of key words you have on your resume the greater are your chances of leaving storage and popping to the screen where humans can get a good look at you.

Keep your resume simple. Computers respect simplicity. The following guidelines provide you with the necessary information to enable a computer to read your resume and store the information it contains:

* Use popular, non-decorative typefaces (Times Roman or Helvetica are best).  
* Use a font size of 10 to 14 cpi.  
* Use light-colored (white is best) standard size (8 inch x 11 inch) paper, printed on one side.  
* Avoid italic text, script, and underlined passages. CAPITALIZED words and **boldface** are OK.  
* Avoid graphics and shading. Don't compress spaces between letters.  
* Avoid horizontal and vertical lines - they confuse the computer.  
* Avoid staples and folds. If you must fold your resume do not fold on a line of text.  
* Your name should be the first readable item on each page.
Resume: Critique Form
(Photocopy this form, attach it to your resume and give it to the person who has agreed to critique your resume.)

Directions: Please rate the attached resume from 1 (low) to 5 (high) in each of the categories listed. Provide written comments for each category receiving a score of three or less.

1. ___ Overall Appearance
   Do you want to read this resume?

2. ___ Layout
   Does the resume look professional, well typed and printed, with good margins, etc. Do key skills stand out?

3. ___ Length
   Could the resume tell the same story if shortened? Should it be longer to strengthen potential?

4. ___ Relevance
   Has extraneous material been eliminated?

5. ___ Writing Style
   Is it easy to understand? Can you get a picture of the applicant’s qualifications and/or skills?

6. ___ Action Orientation
   Do descriptors begin with action verbs?

7. ___ Specificity
   Do the descriptors provide evidence (specific example) of having used the skills necessary to fulfill the job objective?

8. ___ Accomplishments
   Are the applicant’s accomplishments quantified and are problem-solving skills emphasized?

9. ___ Completeness
   Has the candidate supplied evidence of having used: communication, thinking, people, leadership, and procedural skills?

10. ___ Bottom Line
    Does the resume encourage the employer to invite the applicant in for an interview?
FRANK LePUTT

CURRENT ADDRESS
111 Monterey Lane, Millville, Ohio 00000  (800) 555-5555   doe@northern.edu

PERMANENT ADDRESS
1010 Arlington Boulevard, Tooten, Ohio 00000  (800) 444-4444

OBJECTIVE
Elementary Educator: Prefer grades 1-4, willing to teach other levels where there is a need for dynamic, hands-on, motivational teaching techniques in which creativity, character-building programs, parental involvement, and team teaching experience will be utilized.

EDUCATION
Bachelor of Arts, 20xx
Kostalott College
Collegeville, Ohio 00000    December 20xx
Major: Elementary Education GPA: 3.5

CERTIFICATION
Multiple Subject Teaching Credential
December 20xx

STUDENT TEACHING
First grade, Meyers Elementary School, Sonoma, Ohio  (February 1 - April 1, 20xx)
• Evaluated students' abilities to target needs
• Incorporated motivating lessons and activities to solve specific learning problems
• Used spread sheet program to design grade book for tracking progress
• Presented progress reports to parents on weekly basis
• Involved in team teaching experience to incorporate hands-on math manipulative and learning centers
• Observed 26% increase on weekly math test scores

FIELD EXPERIENCE
Fourth grade, Olive Elementary School, Parker, Ohio  (December 1 - December 15, 20xx)
• Team taught math and language skills with supervising teacher
• Developed and directed Japan unit, integrating history and art
• Produced "Art Appreciation," a student oriented performance for parent's night
• Observed high energy level among teacher and students resulting in unique motivational environment

First grade, Anna Barnes Elementary School, Lost Hills, Ohio  (October 15 - October 30, 20xx)
• Used positive reinforcement to develop a productive learning environment
• Developed and taught a one week participatory unit on friendships
• Created three-dimensional bulletin board display about developing good habits

ACTIVITIES
President, Local Chapter of Student National Education Association, Northern College, (20xx)
• Promoted and attended national conference with eight other charter members
• Established four working committees to address needs of beginning teachers

Secretary, Future Educators of America Club, Northern College (20xx - 20xx)
• Presented Learning Centers Demonstration at Northwood Math Project, New York City  (May 2091)

First Chair Violinist, Northern College Orchestra, (20xx - 20xx)

ELECTRONIC PORTFOLIO:  http://www.homestead.com/comdoejane
BETTY WILL

CONTACT
222 Second Street
Some City, Ohio 00000
(555) 555-5555 (messages)
Dosem@eastern.edu

OBJECTIVE
K-12 Physical Education Instructor with the Collegeville Community School District. Interested in coaching men's or women's basketball and/or track.

EDUCATION
Bachelor of Arts, 20xx
Kostalott College
Collegeville, Ohio 00000
Major: Physical Education
GPA: 3.6

Associate of Arts, 20xx
Southern Community College
Boardertown, Ohio 00000

RELATED COURSES
- Talented and Gifted
- Curriculum Designs
- Teaching Theories
- Athletic Training
- Student Development
- Health Issues
- Modern Athletics
- Officiating Policies

TEACHING EXPERIENCE
Student Teaching, Clearview Community Schools, Clearview, Ohio (October - December 20xx)
- Prepared lesson plans for K - 12 physical education classes
- Taught five periods of elementary and two periods of junior high physical education
- Coached ninth grade women's volleyball to a 12 - 2 season
- Conducted leadership skills workshop for student council work session
- Team taught unit entitled: AIDS Among High School Students

Field Experience, Thoms Community Schools, Thoms, Ohio (September 1 - September 30 20xx)
- Tutored and observed 20 five and six-year old mentally disabled students
- Taught basic skills of game playing to group of five mentally disabled students
- Planned and taught coordination skills to class of 25 sixth grade students

Cardiac Life Support Instructor, Kostalott College, Collegetown, Ohio (January - February 20xx)
- Taught basics of Cardiac Life Support to three evening sections of Health Issues Today class
- Prepared and presented lectures, examples, and demonstrations to aid thorough understanding
- Evaluated and certified 20 students upon completion

Women's Fitness Instructor, Parks and Recreation, Collegetown, Ohio (January - February 20xx)
- Developed cardiovascular and toning fitness program for 15 women
- Promoted and taught a one-hour program two nights a week
- Consulted and advised individuals in developing an effective exercise program
COACHING EXPERIENCE
High School Girls Basketball Student Coach, Thoms Community Schools, Thoms, Ohio
(November - December 20xx)
• Assisted with squad warm-ups, practices, and taping
• Coached defense during all junior varsity games
• Assisted with all phases of coaching duties during varsity games
• Junior varsity season record: 14 - 3. Varsity record: 13 - 4

Girls Basketball Coach, Parks and Recreation, Collegeville, Ohio
(November 20xx - February 20xx)
• Developed fundamental basketball program for girls in grades 3 - 6
• Promoted program through radio, newspaper, and local civic organizations
• Coached team to a first season record of 10 - 2
• Provided motivation and built self-esteem among team members through individual counseling

WORK EXPERIENCE
Student Secretary, Physical Education Department, Kostalott College (20xx - 20xx)
• Typed letters, filed documents, and assisted with inventory control
• Designed department brochure for recruitment purposes
• Answered telephones and took messages

Recreation Coordinator, Arnold Recreation Department, Arnold, Ohio (Summer 20xx)
• Organized softball, track and nature activities for children in grades K - 6
• Supervised and taught new activities to children in outdoor environment
• Wrote evaluations and provided recommendations for next season

ACTIVITIES
President, "W" (Letterman's Club), Eastern College (20xx)
• Organized annual banquet to honor outstanding athletes
• Provided leadership through restructuring the club's by-laws

HONORS
Dean's List (four years)
20xx Athlete of the Year

Athletic Committee Chairperson, Kostalott College (20xx)
• Initiated an intra collegiate basketball program for residence hall system

Member, Physical Education Association, Waverly, OH (20xx - present)
• Attended two annual conventions
• Served as student membership co-chair

REFERENCES
Dr. I.M. Goode  Ms. Mary Belle  Mr. William Jones
Vice President of Student Affairs  Athletic Director  Parks & Recreation Director
Kostalott College  Kostalott College  229 Sway Street
Collegeville, Ohio 00000  Collegeville, Ohio 00000  Arnold, Ohio 00000
(555) 555-5555  (555) 444-5555  (555) 333-5555

PORTFOLIO
http://home.homestead.com/marciedose
SANDY SHORES
Box 999, Kostalott College, Collegeville, Ohio  00777 - 319-777-7777 or 319-777-0000 - sshores@kostalott.edu

OBJECTIVE
A position as a 1 - 6 elementary educator. Certified to teach Remedial Reading.

EDUCATION
Bachelor of Arts Degree, 20xx Grubtraw College, Harmon, Ohio
Major: Elementary Education Endorsement: Reading

STUDENT TEACHING
Second Grade, Southeast School, Harmon, Ohio (Nine weeks, 20xx)
- Organized classroom prior to school opening
- Created unit on animals including center activities and a class book
- Planned and implemented various cooperative math lessons
- Developed a variety of bulletin boards and activity centers demonstrating math and writing

Fifth Grade, Washington Irving School, Harmon, Ohio (Five weeks, 20xx)
- Formulated and executed lessons for cross class curriculum including math, English, and reading
- Expanded classroom management skills using behavior modification
- Participated in parent-teacher conferences, in-service days, and general staff meetings

EDUCATIONAL FIELD EXPERIENCES
Remedial Reading, West Cedar Elementary School, Harmon, Ohio (30 hours, 20xx)
- Constructed lessons to individual students in remedial class
- Accomplished lessons in areas such as sequencing and predicting outcomes
- Designed and implemented cooperative techniques in many settings

Elementary Reading, Southeast Elementary School, Harmon, Ohio (10 hours, Fall 20xx)
- Created and implemented lessons on reading concepts to whole and half class groups
- Designed original lesson plans for use with first and third-grade students
- Interacted on a one-on-one basis with five special needs students

VOLUNTEER WORK AND RELATED EXPERIENCES
Color Fair Coordinator, Somecity Public Schools, Harmon, Ohio (February 20xx)
- Helped organize and set up Chapter I Parent's Night Program
- Designed and executed activities for the color gold including a treasure hunt

Somecity Day Care Assistant, Harmon, Ohio (January - May 20xx)
- Supervised, served snacks, and read stories to children three through ten years old
- Devised and taught games for children during group play time
- Chaperoned various field trips and educational experiences for child development

REFERENCES
Mr. Clarence Sail  Ms. Helen Waite  Dr. Philip Soon
Elementary Principal  Supervising Teacher  Department Chair of Education
Southeast Elementary School  Southeast Elementary School  Grubtraw College
111 South Street  111 South Street  222 2nd Street N.E.
Harmon, OH 50000  Harmon, OH 50000  Harmon, OH 50000
320-000-0000  320-000-0000  320-000-0000
MARCUS BRIGHT

CURRENT ADDRESS
1234 Lazy Birch Road
Knottsville, Arizona  00000
(000) 777-2345 or (000) 555-5432 (messages)

PERMANENT ADDRESS
45 Stoned Way
Maquoketa, Arizona  00000
(000) 888-0000

OBJECTIVE
ELEMENTARY EDUCATOR - preference for grades K - 4, but willing to teach upper levels - interested in working with multi-cultural, bilingual student population; where there is a need for incorporating reading and language activity through character building programs.

EDUCATION
Bachelor of Arts, 20xx
Willington University, Flagstaff, Arizona 00000
Major:  Elementary Education
Cumulative GPA:  3.5   Major GPA:  3.7

CERTIFICATION
Reading, Arizona, 20xx
Multiple Subjects, Arizona

RELATED EXPERIENCE
Student Teaching, Lonetree Elementary, Lonetree, Arizona (12 weeks, January - April  20xx)
•  Created and taught lesson plans in all subject areas
•  Filled the many roles of a classroom teacher for grades two and five
•  Wrote, produced, and directed class play, "Three Friends are Better Than Two", for open house

Field Experiences, Lonetree Public School District, Lonetree, Arizona (October - December  20xx)
Reading, twelve hours teaching original lesson plans to small groups; third grade
Psychology, twenty-two hours actively observing first graders on an individual and small group basis
Math, twelve hours teaching original lesson plans to groups of five and seven fourth grade slow learners

OTHER TEACHING EXPERIENCE
Red Cross Swimming Instructor, Prairie Recreational Center, Mesa, Arizona  (Summers 20xx - 20xx)
•  Taught a variety of self-planned swimming and safety lessons to children from 3-14 years of age
•  Conducted lifeguard workshop each season for all newly hired life personnel

Sunday School Teacher, St. John's Lutheran Church, Mesa, Arizona  (20xx - 20xx)
•  Told and related Bible stories for young students' to see how the lesson applies to daily living
•  Created a hands-on learning resource center

ACTIVITIES
Vice President, Kappa Delta Pi, Willington College (20xx)
•  Chaired annual banquet committee and made arrangements for guest speakers
Treasurer, Student Education Association, Willington College (20xx)
Chair, 2092 Homecoming Committee, Willington College (20xx)

PROFESSIONAL AFFILIATIONS
Student Member, National Education Association (20xx - present)
Member and past president, Phi Delta Kappa (20xx - present)
Member, Elementary Teachers of America (20xx - present)

HONORS
Alpha Chi Member
Dean's List (three terms)
2000 Ed. Dept. Student of the Year

PORTFOLIO
http://www.homestead.com/thompsonlane032
JIM SOX  
999 Little Lost Lane - Jonestown, Ohio 54055 - (777) 777-4444 - Winnowsb@langley.edu

OBJECTIVE
Elementary Teacher: Prefer grades 4 - 6, willing to teach other levels where there is a need for an individualized curriculum which promotes personal academic growth and self-esteem.

EDUCATION
Bachelor of Arts, 20xx  
Kostalott College, Somecity, Ohio  
Major: Special Education  
Emphasis: Elementary Mainstream

CERTIFICATION
Special Education, Ohio, 20xx  
Elementary Credential, Ohio, 20xx  
Coaching, Ohio, 20xx  
Talented and Gifted, Ohio, 20xx

PROFESSIONAL EXPERIENCE
Fourth Grade, Pulmont Elementary School, Pulmont, Ohio (20xx - present)
• Incorporated language, math, reading, art, social studies, and science activity centers into daily lessons
• Encouraged students to work individually and in cooperative learning center to meet goals
• Mainstreamed educationally handicapped students into my classroom which resulted in strong interest among other students toward working with special students on a permanent basis
• Results: Students' enthusiastic response, parents' involvement, and reading and math national test scores improved 37 percent

Summer Camp Counselor/Supervisor, Alpine School for Handicapped Children, Pullman, Ohio (Summers 20xx - present)
• Observed first hand how understanding, caring, and active participation with handicapped children brings positive results in confidence and self-esteem
• Supervised staff of nine, seasonal staff counselors, and maintenance personnel
• Created marketing campaign to promote the camp; produced and mass mailed professional brochure

Camp Counselor, Camp EWALU, Strawberry Point, Ohio (Summers 20xx - 20xx)
• Served as camp counselor for campers in grades 4 - 8
• Learned how to manage and motivate the discouraged child

Counselor, Beatrice State Developmental Center, Beatrice, Indiana (May 20xx - September 20xx)
• Counseled one-on-one and in small groups with mentally and physically disabled adults
• Developed procedures to provide daily tasks and recreational activities for promoting self-esteem

COACHING EXPERIENCE
Junior Varsity Assistant Basketball Coach, Beatrice High School, Beatrice, Indiana (May 20xx - September 20xx)
• Assisted with squad warm-ups, practices, and taping
• Coached defense during home games
• Assisted with all phases of coaching duties during varsity games
• Junior varsity season record: 14 - 3, varsity season record: 13 - 4

PROFESSIONAL AND CIVIC ACTIVITIES
Member, National Educators of Exceptional Children - NEEC, (20xx - present)  
District Advisor, Junior Achievers of America, Somecity, Ohio (20xx)
• Generated interest in teaching by conducting seminars at local high schools

PORTFOLIO: http://home.homestead.com/winnowsbert
ISAAC DAILY  
104 South Lubeck - Somecity, Ohio 51026 - (000) 333-2323 - kooljoe@kostalott.edu

OBJECTIVE
Teach middle or high school social studies.
Certified to coach basketball, baseball, softball, and track.

EDUCATION
Bachelor of Arts, May 20xx  
Kostalott College, Somecity, Ohio
Major: History GPA: 3.5
Endorsements: Physical Education, Health, and Coaching

LICENSE
K-12 Physical Education and Health  
Coaching: Baseball and Basketball  
CPR Certification  
Chauffeur Driver License

SUBSTITUTE TEACHING EXPERIENCE
Roundabout Community High School, Roundabout, Ohio (September-December 20xx)
• Assumed full responsibility for two sections of first, third, fourth, ninth, tenth and eleventh grade physical education classes
• Planned and implemented lessons using the command, peer, and station styles of teaching
• Effectively used games and activities to improve motor skills, social skills, and teamwork concepts
• Organized single elimination tournaments for table tennis, shuffleboard, racquetball and archery

Kite High School, Kite, Ohio (January-May 20xx)
• Worked with learning disabled students on a one-to-one basis in American history, reading, and math
• Corrected tests and quizzes
• Provided verbal feedback to students needing positive reinforcement

STUDENT TEACHING EXPERIENCE
Shellfish River Middle School, Shellfish, Ohio (September-December 20xx)
• Taught three sections of over 25 students per section units on the civil war, presidents between 1800-2000, and American Industrial Era
• Planned, executed, and evaluated learning projects: time lines, historical posters, simulation games
• Observed supervising teacher's teaching techniques, class/individual discipline, and organization
• Evaluated students by administering one-on-one quizzes covering random concepts from each unit

COACHING EXPERIENCE
Volunteer Assistant Basketball, Roundabout High School, Roundabout, Ohio
(November-December 20xx)
• Assisted in coaching at all home and away games and kept statistics
• Worked with players on offensive moves. Blocking and defensive posts
• Helped head coach in making offensive and defensive adjustments during game and recorded notes

Baseball Coach, Little League, Clearview, Ohio (Summer 20xx)
• Planned and conducted practices and coached 36 games
• Demonstrated proper hitting and fielding techniques
• Provided positive encouragement to develop team spirit and good sportsmanship

Assistant Varsity Baseball Coach, Clearview, Ohio (Summer 20xx)
• Scheduled and directed numerous practices
• Demonstrated hitting, fielding, and bunting techniques
• Served as first base coach, kept players alert to pitcher's moves and count
COACHING EXPERIENCE (continued)

High School Varsity Baseball Coach, Uppa Creek, Ohio (Summer 20xx)
- Recruited, trained and developed fifteen young men into solid baseball club
- Worked with players on hitting and fielding techniques
- Assimilated game-like situations working on base-running, bunt defensive, and proper relays to infield from outfield

WORK EXPERIENCE

City Employee, City of Clearview, Clearview, Ohio (20xx - 20xx)
- Mowed and trimmed over five acres of city owned parks and other city property
- Read water meters every three months
- Operated street sweeper on 28 streets of city property
- Performed general maintenance, concrete, and construction work as needed

Cafeteria Worker, Kostalott College Food Service, Central Prairie, Ohio (September 20xx - May, 20xx)
- Delegated job of busing food and washing dishes for over 800 college students
- Cleaned and maintained service and kitchen area three times per week

Sales and Stock Employee, Adler's Sporting Goods, LePue, Ohio (September 20xx - Present)
- Sold hunting, fishing, and exercise equipment
- Ordered store merchandise and stocked shelves
- Inventoried and kept accurate stock of all merchandise
- Maintained attractive store appearance for customers on continuous basis

HONORS AND ACTIVITIES

College
Physical Education Club
Kostalott Association of Student Educators (KASE)
Intramural sports participant

High School
Letterman (Football, basketball, baseball, track)
All-Conference Football and Baseball Player
All-Northwest District Player in Baseball
All-State Baseball

INTERESTS AND HOBBIES

Baseball, Golf, Tennis, Jogging, Basketball, Traveling

REFERENCES

Mr. Frank Koments  Ms. Lesley Moore  Ms. Betty Kant
Principal  Manager  Recreation Director
Pleasant Mount High School  Sports Fitness Center  City of Chance
22 Plymouth Street  28 First Avenue S.W.  22 2nd Street N.E.
Takeleave, Ohio 51031  Merryland, Ohio 51031  Chance, Ohio 51031
(712) 999-9999  (712) 999-1111  (712) 999-4444

ELECTRONIC PORTFOLIO
http://www.homestead.com/kooljoe01
Reference Sheet

It is permissible to provide an employer with a list of references they may contact. Three, four or five references are enough. You will typically make this list available immediately after an interview unless otherwise requested. Always get permission from references before listing.

References for
Gladys Over

<table>
<thead>
<tr>
<th>(Name)</th>
<th>Jack N. DeBoux</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Title)</td>
<td>Director of Human Services</td>
</tr>
<tr>
<td>(Name of Organization/Business)</td>
<td>Green Hills Social Service Agency</td>
</tr>
<tr>
<td>(Mailing Address)</td>
<td>3211 North Cedar Lane</td>
</tr>
<tr>
<td>(City, State, Zip)</td>
<td>Somecity, OH 50555</td>
</tr>
<tr>
<td>(Telephone number)</td>
<td>333.343.5555</td>
</tr>
<tr>
<td>(E-mail)</td>
<td><a href="mailto:JacksonTh@GreenHill.net">JacksonTh@GreenHill.net</a></td>
</tr>
</tbody>
</table>

Joe Kerr
Supervisor of Student Interns
Customer Shoppers Mall
9812 West Shore Drive
Big City, OH 50606
712.321.3456
Thyne12@aol.com

Viola Lynn
Managing Director
Child Care Agency of N.E. State
48 Lackencare Road
Anytown, OH 54322
320.357.8024
Scinder@NEStateAg.edu
Correspondence: Letters in the Job Search

Effective letters are as important as an effective resume. Employers read the cover letter before they read the enclosed resume. If you are serious about finding suitable employment, you will find it absolutely essential to develop a strong letter writing campaign. Writing an application letter that commands the attention of the reader is crucial. Without this type of letter, you have little chance of getting the interview, which is necessary to get the job you desire. The following are types of letters you need to know in order to effectively communicate with prospective employers.

Envelope Address Illustration (9.5 x 4.0 Standard Business Envelope)

Isaac Daily
104 South Lubeck
Somecity, Ohio  51026

Dr. Noah Count
Superintendent of Schools
Administration Building
Big School District #120
Big City, OH 00000

How to fold the letter…

1. Place letter on top of the resume.
2. Fold bottom up 2/3 of the way. Fold top third down ¼ inch from the bottom.
3. Insert letter so that the 1/4 inch is facing the back of the envelope.
Correspondence: Letter of Application

This letter is normally the first letter you send to an employer. Letters of application are sent to express interest in a vacancy that has been announced or advertised. It should always be accompanied by your resume. In this letter you are bringing your candidacy to the attention of the reader. You are identifying the position for which you are applying, and you are asking for an interview. In addition, you are encouraging the reader to review the attached resume. This letter is seldom more than four paragraphs long.

Today's Date

(2 lines of space)
Your Name
Your Mailing Address
City, State and Zip
Telephone

(4 lines of space)

Sample: Letter of Application
(Also known as a "Cover letter" ~ Format style: Extreme Block)

Name of Hiring Official
Title
School District
Mailing Address
City, State and Zip
(2 lines of space)
Dear Mr./Ms./Dr./Individual's name: (ALWAYS write to a specific person, never to an unknown)
(1 line of space)
First Paragraph - Identify the purpose of the letter. Identify as specifically as possible, the position for which you are applying. Don't say "anything". Define what you want to do. If appropriate, it is advantageous to refer to a mutual contact. Example: "John Doe suggested that I contact you about ..."
(1 line of space)
Second Paragraph - Explain concisely why you are interested in working for this particular organization, and your interest in this type of endeavor. Write the entire letter from the employer's point of view - in other words, what's in it for them! Call attention to related experience, your college training, or unique qualifications. Be specific. Be positive. Never be apologetic or accusing. This may be one of the most difficult paragraphs you will ever have to write, but well worth it if done correctly.
(1 line of space)
Third Paragraph - Refer to the attached resume and indicate that you have your references on file in Career Services and would be pleased to send them upon request to support your application.
(1 line of space)
Fourth Paragraph - ASK FOR AN INTERVIEW. This is the reason you are writing! Remember, it is the interview that leads to an offer, not the letter or resume. Use your own wording, but request a personal meeting. Example: "I would be pleased to visit (organization/school) to interview for the position." Or, "May I call to make an appointment for an interview?" Don't overdo your gratitude as you close, just a simple, "Thank you for you time and consideration" will do.

(2 lines of space)
Sincerely, (Very truly yours, Sincerely yours, Cordially yours, etc.)

(4 lines of space) (Write your full signature here)

Your typed name (Full name as signed above)
(1 line of space)
Enc. (or Encl.. indicates that there is an enclosure)
Correspondence: Letter of Inquiry

A letter of inquiry is used to determine if there is an opening or anticipated opening at a specific school. Educators find this letter useful if they intend to live in a specific geographical location. Use the letter of inquiry to target specific schools or school districts.

Since you are not responding to a specific advertisement this type of letter will be more general than a letter of application. Present yourself in a broad way and refer to the skills and qualifications outlined in your resume. Ask for information concerning possible openings. Also, be sure to ask for application forms and be sure to inquire if there are any other application procedures. Do not expect to receive an answer to every inquiry letter.

Today's Date

Your Name  
Your Mailing Address  
City, State and Zip  
Telephone

Name of Hiring Official  
Title  
School District  
Mailing Address  
City, State and Zip

Dear (Mr./Ms./Mrs. Last Name):

I am writing to inquire about a possible K - 6 teaching position in your school district. As I am dedicated to education, I hope you will add my name to the top of your list of qualified applicants.

My desire to teach arose out of my fascination with English, and from my feeling that each young person is a very valuable individual. Therefore, my goal is not just to teach the subject of English, but to build confidence and skill in each student. I feel very qualified to do this, for I am a strong individual with confidence in my abilities.

I have enclosed my resume for your inspection and would be glad to send a copy of my credential file to you upon request. If there are any positions for which I might be considered, please send application materials and information in the enclosed envelope. I would also appreciate the opportunity to discuss my qualifications with your further at your convenience. I may be reached at (000) 000-0000 at any time.

Thank you for your time and consideration.

Sincerely,

Sherry Wyne

Enc.
Correspondence: Letter of Appreciation

A letter of appreciation should be written after every interview. This letter may be brief, but it should express your appreciation for the interview, mention a key point that was discussed during the interview, reiterate your continued interest in the possibility of employment, and indicate your desire that your candidacy will receive favorable consideration. Doing this displays common business courtesy. This type of letter should be written within two days of the initial interview.

Today's Date

Your Name
Mailing Address
City, State ZIP
Telephone

Name of the Interviewer
Title or Position
School District
Mailing Address
City, State ZIP

Dear ____:

First Paragraph - Thank the interviewer and/or express appreciation for the courtesy and consideration extended to you. State the position for which you were interviewed, date of interview, and place where the interview was conducted.

Second Paragraph - Reaffirm your interest in the position. Mention anything you feel may be important that you may have forgotten in the initial interview, especially additional qualifications or work experiences not included in your credentials.

Third Paragraph - Show a willingness to submit any further information they may want in addition to your application.

Fourth Paragraph - Close with a suggestion for further action or a statement that you will be available for additional interviews at the interviewer's convenience.

Sincerely,

Typed name (Full name as signed directly above)

Enc.
Correspondence: Letter Inquiring About Status

After a reasonable period of time, if you have not heard from the employer, you may want to inquire about the status of your application. Summarize the history of your application, indicating dates of your correspondence and your interview(s), and tell the employer why you need to know your status (perhaps because you have other opportunities). Be certain to express your continued interest in employment with this employer, and express your appreciation for the employer's cooperation.

Approach: (Sample: body content only)

Since our last meeting in an interview on March 16 at Kostalott College, I have not received word about the status of my application for the middle school teaching position. I would like to know if my application is still being considered.

Recently another school made a very attractive offer to me, and I must soon notify them of my decision. However, because of Somecity’s excellent reputation among school districts and the fit that I believe exists between us, I am still very much interested in joining your school system. If you need any further information, I would be happy to provide it. Likewise, I am available for a second interview prior to May 15.

In any case, I must know of the status of my application before that date. I look forward to hearing from you soon.

Correspondence: Letter Seeking Additional Information

This type of letter may be written at anytime. Most often it is written after a job offer is received and you need more information in order to make your decision. Be certain you ask for specific information. Do not deal in generalities. Getting answers to your question in writing may eliminate unpleasant surprises later should you decide to accept the offer. In writing this letter, always reinforce your interest in the opportunity and express your appreciation for an offer of employment.

Approach: (body of letter)

Thank you for your letter of April 20 offering me the position of science teacher with the Somecity School District. The job offer is most attractive, and I will be giving it my serious consideration during the next few days.

I have one question about the "Employee Benefits" brochure which was enclosed with your job offer. I believe you mentioned in our conversation on April 15 that three personal days was included in the standard benefit package. However, I could not find reference to the definition of personal days in the brochure. Could you clarify this matter for me?

I appreciate your offer and will let you know of my decision soon after receiving this clarification. Thank you for your effort on my behalf.
Correspondence: Letter of Acceptance

This letter is the most exciting letter of all to write. To begin, you should refer to the letter you received from your new employer that outlined the terms of employment. Also confirm your date of reporting to work. Finally, express your pleasure and appreciation at joining the organization.

Approach: (Sample: body content only)

Thank you for your letter of March 12. I am pleased to accept your offer for the position of 9-12 Social Studies Teacher reporting to Mr. James Preston in the History Department at a salary of $30,000 a year.

I will have relocated to Los Prego by May 10 and will be able to start on May 20. The financial aid defraying my moving expenses is greatly appreciated and is a major factor in my ability to relocate so readily.

Thank you for all your help. I look forward to working with you at the Los Prego Community School District.

Correspondence: Letter Rejecting an Offer of Employment

Do not neglect this letter. The key to this letter is to make certain you don't burn bridges. You can never tell when, sometime in the future, you may want to contact this employer about employment. Therefore, always be positive in rejecting the offer. If appropriate, advise the employer where you will be going to work or, if you are going to graduate school, where you have enrolled. You need not indicate why you accepted the other position or the salary you accepted. However, always express your appreciation for the offer and the interest and confidence the employer showed in making an offer to you.

Approach: (Sample: body content only)

Thank you for the offer you extended to me for a position as a computer consultant in the Somecity Community School District. The offer was very attractive and I had much to consider in reaching my decision.

Unfortunately, I am declining your offer to take a position as a consultant at Kostalott College. Their specialized resources and location where my family resides were the deciding factors in this difficult decision.

I appreciate your interest in me and wish to express my gratitude for your courtesy and consideration.

Correspondence: Letter Requesting a Delay

Upon occasion, candidates find that they must respond to a job offer before they are ready to make a decision. This letter should be written only when you are seriously considering the offer. Let the employer know that you are interested in the position and explain briefly why you cannot make a decision at this time. State a specific date by which you will be able to announce your plans with certainty. It is better to write a delay request letter than to accept an offer and keep looking.

Approach: (Sample: body content only)

Thank you for your letter of May 4. The job offer is quite attractive, and I am giving it my serious consideration.

Unfortunately, family matters have developed, and I am trying to take these factors into my planning. I realize that you requested a final acceptance or refusal of your offer by May 18, and I will meet this deadline if necessary. However, an extension of this period of consideration to May 28 or 29 would be greatly appreciated, and it would make my final decision that much more certain and correct. Please let me know if such an extension can be arranged.

Thank you for all your previous efforts on my behalf, and I look forward to hearing from you soon.
Correspondence: Helpful Hints on Letter Writing

1. Avoid over using the word "I".

2. Offer new specifics in your letter. Bring up new points or highlight a particular point in your resume.

3. Use quality paper. Match it with your resume.

4. Use a laser printer to print you letter. Do not use a dot matrix printer!

5. If you intend to send your letter using e-mail, be sure it is formatted in the same style as a hard copy. Be professional and not casual as if you’re writing to a friend. Always follow-up an e-mail letter with a hard-copy through the U.S. Postal Service.

6. Always find the name of the person to whom the letter should be addressed.

7. Read your rough draft aloud.

8. Have a friend proofread your rough draft for suggestions.

9. Prepare your letter(s) ahead of time. Waiting until the last minute will give your letter a rushed feeling.

10. Bring your letter to Career Services for a final analysis.
Correspondence: Sample Letter of Inquiry

April 1, 20xx

Paige Turner
111 Monterey Drive
Collegetown, Ohio  50000
(555) 555-5555

Dr. Jay Walker
Superintendent
Desert Cove Unified School District
333 Edgar Lane
Desert Cove, California  5555

Dear Dr. Walker:

Janis Bigg, a former instructor in your district and currently my supervising teacher, recommended I contact you. I am writing to inquire if you anticipate any elementary teaching vacancies in the fall for which I might be considered. As an honor student, I will receive my Bachelor of Arts degree in Child Psychology and my teaching certification in May.

Ms. Bigg told me that you are a growing district with strong interests in open classroom and team teaching learning environments. My student teaching assignments have provided me with team teaching opportunities in both primary and upper grades. As an actively involved team member, I participated with three other teachers to target students' needs in math and English. We developed small group and individualized instruction centers to reach objectives. There was significant improvement on weekly test scores. As well as regular classroom activities, my strong computer knowledge was useful in assisting students on an individual basis in the computer lab.

As you can see from my resume, teaching has been a part of my life since 2085, when I was employed as an instructional aide. I look forward to sharing my enthusiasm, specialized training, and professional experience with the Desert Cove Unified School District.

If there are any positions for which I might be considered, please send to me application materials and information in the enclosed envelope. I would also like to have the opportunity to talk with you and can be reached at (555) 555-5555 or a message may be left at (555) 555-0000 at any time.

Sincerely,

Paige Turner

enc.
April 15, 20xx

Owen Moore
50 Anywhere Avenue
Hometown, Ohio  60000
(320) 555-1212

Ms. Patti Kakes
Principal
Morristown Elementary School
P.O. Box 100
Morristown, Indiana  62000

Dear Ms. Kakes:

Your notice that was posted in Career Services of The Ohio State University at Marion alerted me to teaching opportunities that are available at Morristown High School. In June, I will graduate from The Ohio State University at Marion with a concentration in elementary education, and I am actively seeking a position in upper elementary for the 20xx school year. My resume is enclosed for your review.

I am currently completing my student teaching at Redrock Elementary School. As part of this experience, I have had the opportunity to work with a team that is developing a new approach to teaching reading to students with behavioral disorders. This program is being funded by a grant from Ohio State University.

My internship, complemented by the broad range of course work which was required to fulfill my certification requirements in elementary reading, has prepared me to work with students in grades K-6.

For your convenience my credentials are being forwarded from Career Services. It would be my pleasure to meet with you in person to discuss my qualifications. I will call your office next week to discuss the possibility of arranging an interview. Thank you for your time and consideration.

Sincerely,

Owen Moore

enc.
March 10, 20xx

Robin Banks  
Box 1234, Kostalott College  
Meadville, OH  16335  
(320) 555-1212

Dr. Neal Down  
Superintendent  
Akron Central School District  
47 Bloomingdale Avenue  
Akron, NY  14001

Dear Dr. Down:

Please consider me for the position of mathematics instructor at Richard Nixon Middle School. I am well grounded in mathematics, and have the skills and desire to motivate students to learn.

My best teachers had command of their subject matter and were capable of imparting their knowledge to students. Equally important, they loved teaching and working with youth. I am of the same mold. I challenge students to go beyond self-imposed learning barriers, and provide them with the encouragement and knowledge to do so.

As highlighted in the enclosed resume, my volunteer experiences with Meadville's Greenhouse (a shelter for battered women) enhanced my ability to work with "special populations." This helped me immensely to relate to the diverse student body I encountered in my student teacher position within the Cleveland Public Schools.

My employment candidacy offers you a well-established work ethic, a moral compass, and a desire to challenge others to exercise more control over their future. My teaching practicum showed me that mathematics is a dreaded subject for many students. With my joy for teaching and ability to illuminate math concepts, I will impart my enthusiasm and knowledge to your students. Mathematics class will not be dreaded; it will be eagerly anticipated.

Thank you for your consideration.

Sincerely,

Robin Banks

enc.

enc.
Correspondence:  Sample Letter of Application

May 30, 20xx

Crystal Ball  
111 Lost Island  
Smitten, Ohio  50000  
(555) 555-5555

Mr. Ben Dover  
Director of Special Education  
Eastern School District  
345 Pleasant Avenue  
Landsdale, Indiana  00000

Dear Mr. Dover:

The Office of Career Services at Kostalott College notified me of a current vacancy in your district for a special education instructor of educationally handicapped students. I am very interested in this position and would like to be considered a serious candidate for your opening.

I graduated from Kostalott College, with a major in Child Psychology. My certification in Special Education is completed, along with more than half the requirements for a Master of Arts degree. As you will note on the enclosed resume, I have enjoyed the challenge of working with educationally handicapped students who were mainstreamed into my fourth grade classroom.

Reading the Landsdale City Tribune, I noticed your special education department has incorporated new individualized math and English programs into the curriculum. As you will see from my resume, I also use a learning environment based on student needs, incorporating activity centers for individualized and small group instruction. This has proven to be a very successful program. Our educationally handicapped students have made significant improvements in self-esteem, along with academic achievement in reaching objectives.

With your large multi-cultural student population, you may also be interested in knowing I work with students of varied ethnic, social, and economic backgrounds. I am enclosing a copy of my resume. Please send to me a formal application form. I would welcome the opportunity to talk with you to discuss this position in detail. You may leave a message for me at (300) 253-0000 at any time.

Sincerely,

Crystal Ball

enc.
April 2, 20xx

Justin Case
1001 Arlington Lane
Meddleton, Ohio 00000
(555) 555-5555

Mr. Doug Graves
Personnel Director, Secondary Education
Waterford Unified School District
712 Longneck Road
Cityville, Ohio 00000

Dear Mr. Graves:

Thank you so much for your quick response to my letter of inquiry, the listing of your current vacancy for the coming year, and the formal application packet. I am very interested in the high school teaching position in the Cityville District and would like to be considered a serious candidate for the opening.

I noticed the responsibilities listed on the vacancy announcement include curriculum development. My varied professional experience is detailed on the enclosed resume, but I do wish to point out my background includes extensive curriculum development. I have served on the history curriculum committee for the past two years as our department introduced course work incorporating drama, cultural studies, literature, and current events. The Washington Education Association based this successful program on the information we gathered while attending seminars and workshops for history educators.

I feel my academic background and experience in history education would permit me to make a strong contribution as an instructor with the Cityville School District. I am returning the completed application form, along with another copy of my resume. As requested, a set of my credentials is being forwarded to you under separate cover.

I am traveling to Ohio at the end of the month and would be pleased to arrange a meeting with you to discuss the position in detail. If further information is needed, please feel free to contact me at (000) 000-0000 or (000) 000-0000. I look forward to hearing from you soon!

Sincerely,

Justin Case

enc.
Correspondence: Sample Letter of Appreciation / Thank you

April 15, 20xx

Tim Burr
5212 Pine Ridge Lane
Hope, Ohio 00000
(320) 555-1212

Ms. April Schauers
Principal
North Side High School
321 West School Street
Territon, Ohio 00000

Dear Ms. Schauers:

Thank you for the opportunity to discuss teaching opportunities with North Side Community High School. Since our meeting I have completed additional research on your school district and in particular was excited after reading the article in the March 1 issue of Education Today that praised your efforts to increase writing skills by using innovative computer programming.

I am convinced that the English position is a great match with my own career goals, my student teaching experience, and my summer internship with Harcourt, Brace and Jovanovich. These experiences allow me to immediately begin contributing toward your continued success. I just received my final grades and am pleased to inform you that my final cumulative grade point average stands at 3.5.

Please pass along my thanks to Ms. Bobbi Sox; her enthusiasm and her pride in the English Department are contagious. I will be looking forward to hearing from you soon.

Thanks again for your time and consideration.

Sincerely,

Tim Burr
### Resumes and Correspondence: Active Verbs

**MANAGEMENT**
- administered
- analyzed
- coordinated
- developed
- directed
- evaluated
- improved
- supervised

**CREATIVE**
- conceptualized
- created
- designed
- established
- fashioned
- illustrated
- invented
- performed

**COMMUNICATION**
- arranged
- addressed
- authored
- drafted
- formulated
- persuaded

**FINANCIAL**
- administered
- analyzed
- balanced
- budgeted
- forecast
- marketed
- planned
- projected

**HELPING SKILLS**
- assessed
- coached
- counseled
- diagnosed
- facilitated
- represented

**RESEARCH**
- clarified
- evaluated
- identified
- inspected
- organized
- summarized

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[48]
Resume: Using MICROSOFT WORD (MAC)

1. **GETTING STARTED**
   Insert your own data disk and begin as if you were to start an important paper for a class assignment

2. **SET PAGE MARGINS**
   a. Click in box next to LEFT MARGIN; type: .75
   b. Click in box next to RIGHT MARGIN; type: .75 (delete any other numbers)
   c. Click in box next to BOTTOM MARGIN; type: .5 (delete any other numbers)
   d. Click in box next to TOP MARGIN; type: .5 (delete any other numbers)
   e. Click on OK or press return
   f. Move cursor to line beneath ruler (becomes an arrow), point arrow on triangle in the right-hand corner, click, hold, drag to 7.0 inch position mark on the ruler, release

3. **SET FONT** (how the print will look):
   a. Click on FORMAT, hold, drag to FONT, highlight the name of the FONT choice, release.
   b. Suggested choices: Helvetica or Times

4. **SET FONT SIZE** (how large the font will appear):
   a. Click on FORMAT, hold, drag mouse to highlight the SIZE of font choice
   b. Suggested sizes: 10 or 11 point for body copy, 12 point for YOUR NAME

5. **CREATE TABS**
   a. Move cursor to line under the ruler (cursor will become an arrow)
   b. Move arrow to the desired spot wherever you want to create a tab
   c. Suggested tab stops: 0.1, 5.3 and 5.4
   d. Removing TAB stop: point arrow at tab stop, click, hold, drag down past solid line, let go

6. **AFFECTING TEXT** (underline, italicize, bold, etc.) use the Mouse or Control Key
   a. Mouse
      1. Highlight text to be affected by clicking and dragging mouse across text
      2. Click on FORMAT and hold
      3. Drag to STYLE
      4. Drag to appropriate selection, release
   b. Control Key (looks like a "clover leaf")
      1. Before typing text, press/hold Control key and ...
      2. ...press B for Bold text
      3. ...press U to Underline text
      4. ...press I to italicize text
      5. Return to normal text by pressing: Control & N

7. **CENTERING TEXT**
   a. Click on FORMAT and hold
   b. Drag to JUSTIFICATION
   c. Drag to desired selection (center), and release
   d. Click below text to be centered; press RETURN
   e. Click FORMAT, hold, drag to JUSTIFICATION, drag to LEFT, release
8. **CREATING A BULLET**
   a. Press and hold OPTION key, press 8 key will produce a bullet like this

9. **SAVE**
   a. Click on FILE, drag to SAVE AS...
   b. Type document name
   c. Click on appropriate DRIVE to save to your own disk. **Do not save to the hard drive.**

10. **BEGIN TYPING RESUME CONTENT**
    a. Type **FULL NAME** (Center, use all capital letters, in 12 point type)
    b. Press RETURN twice
    c. Type **CURRENT ADDRESS**. Tab to FIVE inch mark, type: **PERMANENT ADDRESS**. Press return key
       1. Type mailing address. Tab to Permanent Address and type mailing address
       2. Continue this process until you have included city, state, zip, and complete telephone number for both locations. You may want to include another telephone number for messages if the first number may not always be answered. It's best to have an answering machine provided that the front end message sounds professional
    d. Type **OBJECTIVE** (This is a precise statement clearly defining what it is you want to do. Include the job title if known)
    e. Type **EDUCATION**. Tab and type: **RELATED COURSES**. Press return
       1. Type degree earned and date of graduation
       2. TAB. Create a bullet. TAB. Type first course that relates specifically to your job objective. Press RETURN
       3. Continue this process until you have included: the name of the college on the second line, city and state on the third line, major on the fourth line, concentration on the fifth line, GPA (if above a 3.0) on the sixth line, and a short list of specific courses under Related Course Work
    f. Type **RELATED WORK EXPERIENCE** (or some other heading), Press return
       1. Type job title (underline), name of organization, city, state, and inclusive dates of employment or length of time experience lasted in parenthesis. Press return.
       Example: (May, 20xx - September, 20xx)
       2. Create a bullet. TAB. Type a descriptor starting with an action verb which will allow the reader to "see" you doing a specific task using a skill related to your new job objective.
       3. Use 3-5 one to two line descriptors for each job or experience
    g. Type **HONORS** or **ACTIVITIES** (or some other fitting heading)
       1. If you were very active in an organization, you may want to create descriptors to describe what you did for that organization, much like the description created under RELATED WORK EXPERIENCE
       2. You may want to separate HONORS from ACTIVITIES to highlight your achievements with descriptors
    h. Type either **REFERENCES** or **ELECTRONIC PORTFOLIO**
       REFERENCES
       Available upon request
       ELECTRONIC PORTFOLIO
       Available upon request  http://www.homestead.com/whatever

11. **SPELL CHECK**
    a. Click on SPELL, hold, drag to CHECK SPELLING, release. Or, press Command Key (looks like a clover leaf) and = key
    b. Select or make necessary changes

12. **PRINT**
    a. To print click on FILE and hold, drag to PRINT
    b. Click on PRINT PREVIEW box if not already X'd.
    c. Click OK
    d. Check over the preview for overall appearance. Return to document to make any necessary changes by clicking on CANCEL. If no changes are to be made, click PRINT
e. Make an appointment at Career Services to have someone critique your resume before laser printing your final copy
f. Use a standard photo-copier to make copies of your resume on quality white, off-white, cream, or beige paper

13. QUIT
   a. Save all changes to your own data disk before exiting.

Resume: Using MICROSOFT WORD (PC)

1. GETTING STARTED
   Insert your own data disk and begin as if you were beginning an important paper for a class assignment

2. SET UP PAGE MARGINS
   a. Click on PRINT
   b. Click on PAGE SET UP & MARGINS
   c. Click at TOP MARGIN bracket. Type: .5
   d. Click at BOTTOM MARGIN bracket. Type: .5
   e. Click at LEFT MARGIN bracket. Type: .5
   f. Click at RIGHT MARGIN bracket. Type: .5
   g. Click at OK or press ENTER

3. SELECT FONT (how type will look)
   a. Click on FORMAT
   b. Click on FONT & STYLE
   c. Click on Helvetica or Times Roman
   d. Click on 10
   e. Click on OK

4. CREATE TABS
   a. Click at FORMAT
   b. Click at TABS
   c. Click inside POSITION bracket. Type: .2 press ENTER; type: 5.0 press ENTER; type: 5.2 press ENTER
   d. CLICK on DONE or press ESC

5. TO AFFECT TEXT (Bold, underline, CENTER, etc.)
   a. Highlight the text by clicking and dragging the mouse across the text you want to affect
   b. Click on FORMAT
   c. Click on the appropriate feature (Bold, underline, center, etc.)
      Note: Use "Extreme Block Style" for your resume and letters (No indents. Everything will be flush on the left hand margin.)

6. TO SAVE (do it early and do it often)
   a. Click on FILE
   b. Click on SAVE AS...
   c. Type: A and the name of your document
   d. Be sure YOUR data disk is in drive A
   e. Click OK
      Note: Each time you make changes to your resume, save the changed resume with a NEW name. This way you will have several resumes to work from in the future)
7. **TO CREATE BOLD DASH MARK** (for descriptor indicator)
   a. Press CTRL B, type dash mark, press CTRL SPACE BAR
   b. Press TAB and begin typing text

8. **TYPE RESUME CONTENT**
   a. Type **FULL NAME** (Center, 12 point font, bold)
   b. Press RETURN twice
   c. Type **CURRENT ADDRESS** (All headings in **BOLD CAPITAL LETTERS**). Tab to FIVE inch mark,
      type: **PERMANENT ADDRESS**. Press return key
      1. Type mailing address. Tab to Permanent Address and type mailing address
      2. Continue this process until you have included city, state, zip, and complete telephone number for both
         locations. You may want to include another telephone number for messages if the first number is not
         always answered. Suggestion: purchase an answering machine and prepare a professional sounding
         message for call pick-up
   d. Type: **OBJECTIVE** (This is a precise statement clearly defining what it is you want to do. If you know the
      job title include it)
   e. Type **EDUCATION**. Tab and type: **RELATED COURSES**. Press return
      1. Type degree earned and date of graduation
      2. TAB. Create a bullet. TAB. Type first course that relates specifically to your job objective. Press
         RETURN
      3. Continue this process until you have included: the name of the college on the second line, city and state
         on the third line, major on the fourth line, concentration on the fifth line, GPA (if above a 3.0) on the
         sixth line, and a short list of specific courses under Related Course Work
   f. Type **RELATED WORK EXPERIENCE** (or some other heading), Press return
      1. Type job title (underline), name of organization, city, state, and inclusive dates of employment or length
         of time experience lasted in parenthesis. Press return
         Example: (May 20xx - September 20xx)
      2. Create a bullet. TAB. Type a descriptor starting with an action verb which will allow the reader to "see"
         you doing a specific task using a skill related to your new job objective
      3. Use 3-5 one to two line descriptors for each job or experience
   g. Type **HONORS** or **ACTIVITIES** (or some other fitting heading)
      1. If you were very active in an organization, you may want to create descriptors to describe what you did
         for that organization, much like the description created under RELATED WORK EXPERIENCE
      2. You may want to separate HONORS from ACTIVITIES to highlight your achievements with descriptors
   h. Type either **REFERENCES** or **ELECTRONIC PORTFOLIO**

9. **CHECK SPELLING**
   a. Click on OPTIONS
   b. Click on CHECK SPELLING
   c. Click on the appropriate selection

10. **PRINT**
    a. Check that the printer ON-LINE light is on
    b. Check that font cartridge and paper tray are in place
    c. Click on PRINT
    b. Click on PRINT
    c. Click on PRINT (wait at printer for your copy)
    e. Make an appointment at Career Services to have someone critique your resume before laser printing your
        final copy
    f. Use a photo-copier to make copies of your resume on quality white, off-white, cream, or beige paper
Interviewing: The Readiness Test

You have probably taken several IQ tests during your years in school. Those were standardized tests designed to measure your intelligence. This IQ test is designed to measure your Interview Quotient (your knowledge, skills and abilities relevant to job interviews).

The questions posed are not designed to test your basic intelligence, but to test your interview savvy. How well you prepare for the job interview as well as how you actually conduct yourself in the interview depends in part on your perceptions of the purpose of the interview as well as your notions of the goals of the interviewer and the interviewee. The greater the congruence of your expectations for this job interview and the reality of the situation, the more likely both you and the employer will leave the interview feeling good about what was accomplished. So sharpen you pencil and get ready to see how you view the job interview. This will probably be the least stressful IQ test you have ever taken!

Identify Your Interview Quotient

Each of us has a capacity to do well in a job interview. Some people always seem to interview well. They have the personality, social graces, knowledge and experience that impress potential employers. Others are not so fortunate. Finding the job interview an extremely stressful situation, they need tips on what they should know and how they should best prepare for the interview. They find job search and interview books useful in their preparation.

Complete the following exercise by indicating your degree of agreement or disagreement with each statement by circling the number to the right that best represents your situations.

1 = strongly disagree      2 = disagree       3 = maybe, not certain       4 = agree       5 = strongly agree

1. I know what skills I can offer employers.  1 2 3 4 5
2. I know what skills employers most seek in candidates.  1 2 3 4 5
3. I can clearly explain to employers what I do well and enjoy doing.  1 2 3 4 5
4. I can specify why an employer should hire me.  1 2 3 4 5
5. I can identify and target employers I want to interview.  1 2 3 4 5
6. I can develop a job referral network.  1 2 3 4 5
7. I can prospect for job leads.  1 2 3 4 5
8. I can generate at least one interview for every 10 contacts I make.  1 2 3 4 5
9. I can follow up on job interviews.  1 2 3 4 5
10. I can persuade an employer to renegotiate my salary after six months on the job.  1 2 3 4 5
11. I know which questions interviewers are most likely to ask me.  1 2 3 4 5
12. If asked to reveal my weaknesses, I know how to respond with an answer that is honest, yet stresses my strengths.  1 2 3 4 5
13. I know how to best dress for the interview.  1 2 3 4 5
14. I know the various types of interviews I may encounter and how to appropriately respond in each situation.  1 2 3 4 5
15. I can easily approach strangers for job information and advice.  1 2 3 4 5
16. I know where to find information on organizations that are most likely to be interested in my skills.  1 2 3 4 5
17. I know how to go beyond vacancy announcements to locate job opportunities appropriate for my qualifications.  1 2 3 4 5
18. I know how to interview appropriate people for job information and advice.  1 2 3 4 5
19. I know many people who can refer me to others for informational interviews.  1 2 3 4 5
20. I can uncover jobs in the hidden job market.  1 2 3 4 5
21. I know how to prepare and practice for the critical job interview.  1 2 3 4 5
22. I know how to stress my positives.  
23. I know how to research the organization and individuals who are likely to interview me.  
24. I have considered how I would respond to illegal questions posed by an employer.  
25. I can telephone effectively for job leads.  
26. I am prepared to conduct an effective telephone interview.  
27. I know when and how to deal with salary questions.  
28. I know what to read while waiting in the outer office prior to the interview.  
29. I can non-verbally communicate my interest and enthusiasm for the job.  
30. I know the best time to arrive at the interview site.  
31. I know how to respond using positive form and content when responding to interviewers' questions.  
32. I know how to summarize my strengths and values at the closing of the interview.  
33. I know what to include in a thank you letter.  
34. I know when and how to follow up the interview.  
35. I know what to do during the 24 to 48 hour period following a job offer.  
36. I can explain to interviewers why I made my particular educational choices, including my major and grade point average.  
37. I can clearly explain to interviewers what I like and dislike about particular jobs.  
38. I can clearly explain to interviewers what I want to be doing five/ten years from now.  
39. I have a list of references that can speak positively about my work abilities.  
40. I can clearly state my job and career objectives as both skills and outcomes.  
41. I have set aside 20 hours a week to primarily conduct informational interviews.  
42. I know what foods and drinks are best to select if the interview also includes a luncheon or dinner meeting.  
43. I know how to listen effectively.  
44. I can explain why an employer should hire me rather than someone else.  
45. I am prepared to handle the salary question if it comes up early in the interview.  
46. I know when to use my resume in an informational interview.  
47. I can generate three new job leads each day.  
48. I can outline my major achievements in my last three jobs and show how they relate to the job for which I am interviewing.  
49. I know what the interviewer is looking for when he or she asks about weaknesses.  
50. I am prepared to handle both series and stress interviews.  

Total IQ: __________

**Interpret Your Results**

Once you have completed this exercise, add your responses to compute a total score. This will comprise your composite IQ.

- **200 - 250** = You are well prepared to successfully handle the interview process.
- **150 - 199** = You are heading in the right direction but may want to polish your skills. Read Interview for Success.
- **000 – 149** = You have a great deal of work to do in preparation for the job interview. Like any acquired skill, interviewing requires knowledge, application and practice.
Interviewing: Preparation

The only way you will earn the position you desire is to begin working to make it happen. There are a number of approaches to a successful job search, but one element is common to all: it takes time and effort. Therefore, plan your schedule so you can devote some of your time each day to do all that is necessary.

Prepare Yourself
Know yourself. Be sure that you can articulate your career goals, job-related skills, and why you will be an asset to the organization.

Research The Organization
Without researching employers, you cannot tell whether you should spend the time contacting them about employment. Without research, if you do contact them, you won't be able to personalize your letter of application. Without research, should you get an interview, you won't be able to intelligently discuss how you can benefit the employer.

Being able to converse intelligently with interviewers about their organization always creates a favorable impression. Information on most organizations or companies is usually available in the Career Resource or Vogel Libraries. If you experience trouble locating information about a particular company or organization, the Vogel Library can arrange a computer search for you. Not only is this a terrific service, but it can be inexpensive.

Understand The Employer's Perspective
Because of its importance, the process you soon will go through requires advance preparation. Only you will be able to cause the outcome to be satisfactory. You must be able to successfully compete with the competition for the job you want. In order to do that, be certain you have considered the kind of job you want; why you want it; how you qualify for it. You also must face reality: is the job attainable at this time?

In addition, recognize what it is employers want in their candidates. They want "CAN DO" and "WILL DO" employees. Recognize and use the following factors to your benefit as you develop your sales presentation. In evaluating candidates, employers consider the following factors:

- Ability
- Character
- Loyalty
- Initiative
- Personality
- Work record
- Outside activities while in school
- Recommendations
- Impressions made during the interview

Develop A Prospect List
Once you have done your research, you should be able to list those employers that are of interest and could use your skills. The Ohio State University at Marion graduates typically contact 20 - 25 prospects for every interview and average two to five interviews before accepting an offer. Thus, it becomes quite clear that you will need to generate a substantial list of employers who may be in a position to hire new college graduates with your qualifications and career interests. The Career Resource Library is your best first step for developing your prospect list.
Do Mock Interviews
Interviewing is a learned skill, just like riding a bike or driving a car. Any actor or athlete would not attempt to perform without having practiced many times -- why should you try to earn a job offer without interviewing practice? You are encouraged to arrange as many mock interviews with as many different people as possible to begin to understand how you come across during an interview and how to improve your technique.

Contact the Employer
All the research and development of your prospect list will be worthless unless you take the time to make contact. Employers are unaware of your existence, your special skills, your unique interests until you tell them. You must bring these things to their attention through an outstanding letter of application and an informative resume.

Timing is very important in making contact with employers, for the whole process of finding suitable employment takes considerable time. From the start of your research to the time you finally write your letter accepting employment, as much as eight months may elapse. With this in mind, students who want to have suitable employment by the time they graduate should contact Career Services and potential employers very early in their senior year.

Remember, it is not unusual for teacher candidates to send at least 125 letters before eventually accepting an offer of employment. This means that they can receive up to 124 rejection letters before getting a yes response. Don't be discouraged; it's a fact of life. Instead, take a positive approach to your search. Consider every "no" you receive as bringing you one step closer to the inevitable "yes" you desire. Be persistent. Manage your time well. Faith and diligence will pay off in the long run. Whatever you do, never, never, never, never, never, never give up.

Follow Through
Candidates often become discouraged when they begin to receive rejection letters or when they fail to hear anything from employers to whom they mailed their application letter and resume. To keep from getting discouraged, take the bull by the horns and make these rejections a learning experience.

Rather than wonder why you were rejected, place a telephone call to the employer to ask for assistance in several different ways. One way is to ask the employer why you were not given consideration. Was it due to your letter? Your resume? Your qualifications? You might ask for any recommendations for presenting yourself, through your correspondence, in a more positive manner.

Another thing you may discuss is whether the employer knows of any position in the geographical area for which you might qualify and, if so, would the individual be willing to advise you of the name of the employer and contact person.

Keep in mind that you will have to be very tactful in doing this. Do not put the person on the defensive. Make the individual aware you are doing this so you can improve yourself for future opportunities. You will be surprised at how responsive employers are to this approach. People like to be recognized for their expertise and enjoy the feeling of being able to help someone who shows a sincere desire to accomplish a goal and goes about doing so in a positive manner.

Who knows, this may even cause that particular employer to go back and review your materials, which could then lead to the interview you wanted.
Interviewing: Attire

Men’s Wardrobe

Suit: Two-piece, single breasted, navy blue or charcoal gray, wool or wool blend, solid or with thin pinstripes. Single-vent American-style cut is preferable to double-vent (British) or vent-less (Continental). Or, a sports jacket and dress slacks.

Shirt: All cotton, well-ironed, long-sleeved, white or light blue, with a standard or button-down collar. The cuffs and collar should be the same color as the body, and stripes are only acceptable if they are light blue and disappear from a distance. Striped shirts should not be worn with striped suits.

Tie: Silk in simple stripe or repeating pattern, with no more than three colors. The background color should be neutral - navy blue and maroon are ideal. Bright yellow and pink ties are no longer popular; nor is the entire power-tie concept. The knot should be small, a half-Windsor or something simpler, but be aware of tiny knots in ties of thin material.

Shoes: Footwear should be leather, black, polished (new looking), and in a simple or wing-tip style. Socks should be pattern-less and match your pants or shoes in color.

Hair: Short to medium hair is acceptable. Long hair is still considered "out" by many employers. Ask for advice if in doubt. Avoid using cologne.

Women’s Wardrobe

Suit: Long-sleeved jacket, straight or pleated skirt (no mini skirts), dresses, or pant suit. Black, gray, dark blue is your safest bet for your first interview. Patterns are acceptable if they are subtle, such as a fine dress tweed. The jacket should be tailored to fit. The skirt should be at or just below the knee. Without calling attention to itself, the suit should not be so plain as to make you look stiff or domineering. If possible, see what your female interviewers are wearing and go slightly more conservative.

Blouse: White, or pastel shade, in a material that does not look shiny or unnatural. Cotton or matte silk is ideal. Frills such as puffy sleeves and lace should be used sparingly, if at all.

Collar: Should be fully buttoned. A collar pin, simple gold necklace, or small string of pearls is a nice touch. A colorful scarf is also acceptable if it is neither too bright nor displayed too prominently. Those thin collar-ribbons are fine unless combined with a completely bland outfit. Avoid larger bow ties unless you can tie them perfectly.

Shoes: Sheer stockings or pantyhose in a skin tone, or lighter (white stockings are only acceptable if the suit is on the light side). The best shoes are simple pumps with a one-to-two-inch heel. (You can go higher if you don't feel tall enough, but make sure that you can still walk quickly and steadily.) Shoes should be of high quality leather in black or the color of your suit.

Jewelry: Post earrings preferred. One ring at most per hand, and one bracelet if any. A tasteful lapel pin is fine, but not together with a collar pin.

Makeup: Use makeup modestly. No frosted or bright lipstick, eye shadow, or nail polish. Use only a minimum amount of perfume, if any.

Hair: Keep your hair out of your face, it is best to pull it back away from your face whenever possible. Take it easy on the hair spray and mousse. Too much mousse will make you appear stiff.
## Dressing Mistakes

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Spike heels, sandals, athletic or elevator shoes</td>
<td>- Unpolished, sandals, athletic or elevator shoes</td>
</tr>
<tr>
<td>- Cleavage</td>
<td>- Monograms or cuff links</td>
</tr>
<tr>
<td>- Too much makeup</td>
<td>- Wide lapels, ties or vests</td>
</tr>
<tr>
<td>- Expensive writing pens</td>
<td>- Suspenders or handkerchiefs</td>
</tr>
<tr>
<td>- Punk, tousled or fly away hair</td>
<td>- Punk, scruffy or extra long hair</td>
</tr>
<tr>
<td>- Glasses with unusual frames</td>
<td>- Glasses with unusual frames</td>
</tr>
<tr>
<td>- Class rings</td>
<td>- Class rings</td>
</tr>
<tr>
<td>- Large or unnecessary costume jewelry</td>
<td>- Men's collar bars or lasso ties</td>
</tr>
<tr>
<td>- Very expensive, polyester, or brown suits</td>
<td>- Very expensive, polyester or brown suits</td>
</tr>
<tr>
<td>- Expensive jewelry</td>
<td>- Male earrings</td>
</tr>
<tr>
<td>- Expensive writing pens</td>
<td>- Expensive writing pens</td>
</tr>
<tr>
<td>- Sun sensor or dark glasses</td>
<td>- Sun sensor or dark glasses</td>
</tr>
</tbody>
</table>

## Interviewing: The Teacher Perceiver Interview

The Teacher Perceiver Process is based on a twenty-year study of teachers who stimulate students' learning. The process begins with a person who is concerned about identifying teachers who will truly be helpful to students often referred to as a Teacher Perceiver Specialist. All questions are used with each candidate and the questions are asked in a prescribed manner. Often the interview is taped recorded and will normally take 45 minutes to an hour to complete.

### The Teacher Perceiver Themes

- **MISSION**
  - Deep underlying belief that students can grow and attain self-actualization.
  - Goal to make a significant contribution to other people.

- **EMPATHY**
  - Understanding of the state of mind of another person.
  - Put ourselves into the other person's place.

- **RAPPORT DRIVE**
  - Mutually favorable relationship with each student.
  - Likes students and sees it as a necessary condition of learning.

- **INDIVIDUALIZED PERCEPTION**
  Thinks about the interests and needs of each student.

- **LISTENING**
  Spontaneously listens to others with responsiveness and acceptance.

- **INVESTMENT**
  Capacity to receive satisfaction from the growth of students.

- **INPUT DRIVE**
  Continually searching for ideas, materials, and experiences to use in helping students.

- **ACTIVATION**
  Capable of stimulating students to think, to respond, to feel—to learn.

- **INNOVATION**
  Willing to try new ideas and techniques.

- **GESTALT**
  - Drive towards completeness - is uneasy until work is finished - tends toward personal perfectionism.
  - Even though form and structure are important, the individual student is considered first.

- **OBJECTIVITY**
  Gets facts and understanding first - responds to the total situation.

- **FOCUS**
  - Has models and goals - moving in a planned direction.
  - Selects activities in terms of goals.
Sample: Teacher Perceiver Based Questions

- What do you want to accomplish as a teacher?
- How will (do) you go about finding out about students' attitudes and feelings about your class?
- An experienced teacher offers you the following advice: "When you are teaching be sure to command the respect of your students immediately and all will go well." How do you feel about this?
- How do you go about deciding what it is that should be taught in your class?
- A parent complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?
- What do you think will (does) provide you the greatest pleasure in teaching?
- How do you go about finding what students are good at?
- Would you rather try a lot of way-out teaching strategies or would you rather try to perfect the approaches that work best for you? Explain your position.
- Do you like to teach with an overall plan in mind for the year, or would you rather just teach some interesting things and let the process determine the results? Explain your position.
- A student who is doing poorly in class tells you that you are the poorest teacher he/she has had. What do you do?
- If there were absolutely no restrictions placed upon you, what would you most want to do in life?
- You disagree with the principal's method of dealing with a situation – what would you do?
- A student confides in you and provides information to indicate they are victim to abuse – what would you do?
- A parent is furious with you after a parent/teacher interview – what would you do?
- A student is lightly tapping his pen on the desk, and you can see that it is distracting to the students around him. How would you respond?
- An irate student gets "in your face" and yells at you. It is the last hour of the day with fifteen minutes left to go in the hour. How would you respond?

Behavior Based Interviews

Some employers believe that the best predictor of future success is past success. In behavior-based interviews, you will constantly be asked to give examples or stories, to provide evidence that you have the skills required for the position. In fact, the interviewer will not continue until you have provided a specific example. Success in behavior-based interviews requires preparation and practice. You must be able to recall many experiences quickly, select the most appropriate one, and then describe it effectively. Create a list of 15-20 experiences that demonstrate a variety of your skills and abilities. Draw upon your college experiences, academic and extracurricular; volunteer and works experiences, and when appropriate, personal experiences.

When answering behavior based questions be certain to answer the question completely. One way to do this is to follow the P.A.R. acronym in planning and presenting your answers. You will feel more confident if you practice talking about these experiences until they flow smoothly and naturally.

Problem
Describe a problem or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done. Be sure to give enough detail for the interviewer to understand.

Action
Keep the focus on you. Even if you are discussing a group project or effort, describe what you did- not the efforts of the team. Don't tell what you might do, tell what you did. Show them how you used one of the key skills you know will be needed to do the job effectively.

Results
What happened? How did the event end? What did you accomplish?

Sample: Behavior Based Interview Questions

- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
• Please discuss an important written document you were required to complete.
• Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
• What is your typical way of dealing with conflict? Give me an example.
• Tell me about a difficult decision you’ve made in the last year.
• Give me an example of when you showed initiative and took the lead.
• Give me an example of a time when you motivated others.
• Give me an example of a time when you went beyond the call of duty in order to get the job done.
• Give me an example of a time when you used your fact-finding skills to solve a problem.

Questions to Anticipate

1. State your teaching/educational philosophy.
2. What do you consider to be your greatest strengths as a teacher?
3. What do you consider to be your primary weakness as a teacher?
4. Which techniques of classroom management have you found to be successful?
5. What did you learn from your student teaching experience?
6. A parent comes to you and complains that your teaching is not meeting the needs of his/her child. Respond.
7. What are your professional goals?
8. What are your long-range expectations relative to this position?
9. How would you describe your teaching style?
10. How do you plan and evaluate your lessons?
11. How could you teach current events and relate it to your curriculum?
12. Describe your involvement in activities including leadership roles in high school and college.
13. What do you enjoy most and least about teaching?
14. When do you find time to do the planning and evaluation necessary for successful teaching?
15. Tell me about some teaching situation in which you were tense and uncomfortable.
16. What does "success" mean to you? How do you help students experience success?
17. How do you feel when a student fails?
18. Which motivational techniques do you use in your classroom?
19. When did you decide to become a teacher?
20. What is important to you when receiving a new student?
21. What kind of person do you think could best supervise your work?
22. Describe the necessary organizational requirements for a teacher.
23. Describe an outstanding teacher to me.
24. In what professional activities, other than teaching, have you been involved?
25. What is your definition of a teacher/student relationship?
26. How would you describe yourself as a student?
27. What is your style of discipline?
28. What do you want to accomplish as a teacher?
29. How will (do) you go about finding out about students' attitudes about your class?
30. An experienced teacher offers you the following advice: "When you are teaching be sure to command the respect of your students immediately and all will go well." How do you feel about this?
31. How do you determine what it is that should be taught in your class?
32. How would you respond to a parent who complains that what you are teaching is irrelevant to their child's needs?
33. What do you think will (does) provide you the greatest pleasure in teaching?
34. When you have some free time, what do enjoy doing most?
35. How do you determine students' areas of strength?
36. How much preparation time is required to develop an effective daily lesson plan?
37. Would you continually attempt different teaching strategies or try to perfect the approaches which work best for you? Explain your position.
38. What is your expectation of a building principal?
39. Would you rather teach interesting things and let the process determine the results, or do you prefer to teach with an overall plan for the year in mind? Explain your position.
40. A student is doing poorly in your class. You talk with him/her, and he/she tells you that he/she considers you to be the poorest teacher he/she has ever met. How would you proceed?
41. Do you prefer a textbook or non-textbook approach to teaching?
42. How would you use a parent volunteer once a week for half a day?
43. If you could set up your classroom anyway you want it, what would it be like?
44. If there were absolutely no restrictions placed upon you, what would you want to do in life?
45. How do you foresee yourself using current technologies to enhance your teaching?
46. What are your experiences with a Site-Based Management approach?
47. Based on your experiences: how do students learn best.

Questions To Ask Employers
1. Please describe the duties of the job.
2. What qualities do you find essential in a teacher?
3. Who would be my immediate supervisor? Will I have the chance to meet him/her before leaving?
4. What duties outside of the classroom are expected of staff members?
5. Do teachers have a voice in curriculum matters?
6. How often and under what circumstances are teachers evaluated?
7. Please describe the evaluation process used for teachers.
8. What is the policy on continuing education?
9. Would I be asked to teach subjects outside of my certification areas?
10. What is the district's discipline policy?
11. What do you perceive as the district's major strength? Weakness?
12. Describe the relationship the administration has with the faculty.
13. What are the short-term and long-term goals for the school district?
14. How does the administration help to maintain a motivated staff?
15. What is the relationship between the teachers, board of education, and parents?
16. Why is this position open?
17. Do you use ability grouping in your schools?
18. Are extracurricular assignments available for teachers interested and qualified?
19. Do you have an active parent-teacher organization?
20. What percentage of your graduates continue their education?
21. What is the retention rate for secondary students?
22. What types of motivational support does the district use?
23. Are computers available for classroom use?
24. Will I be expected to maintain office hours in addition to my teaching duties?

Interviewing: Guide To Appropriate Pre-employment Inquiries

Name
ACCEPTABLE
"Have you worked for this company under a different name?"
"Have you ever been convicted of a crime under another name?"
UNACCEPTABLE
Former name of applicant whose name has been changed by court order or otherwise

Address-or- Duration Of Residence
ACCEPTABLE
Applicant's place of residence
How long applicant has been resident of this state or city?
UNACCEPTABLE
None
Birthplace
ACCEPTABLE
- None
UNACCEPTABLE
- Birthplace of applicant
- Birthplace of applicant's parents, spouse or other relatives
- Requirements that applicant submit a birth certificate, naturalization or baptismal record

Age
ACCEPTABLE
- "Can you after employment, submit a work permit if under eighteen?"
- "Are you over eighteen years of age?"
- "If hired, can you furnish proof of age?/or/Statement that hire is subject to verification that applicant's age meets legal requirements.
UNACCEPTABLE
- Questions which tend to identify applicants 40 to 64 years of age

Religion
ACCEPTABLE
- None
UNACCEPTABLE
- Applicant's religious denomination or affiliation, church, parish, pastor or religious holidays observed
- "Do you attend religious services/or/a house of worship?"
- Applicant may not be told "This is a Catholic/Protestant/Jewish/atheist organization."

Work Days and Shifts
ACCEPTABLE
- Statement by employer of regular days, hours or shift to be worked
UNACCEPTABLE
- None

Race or color
ACCEPTABLE
- None
UNACCEPTABLE
- Complexion, color of skin or other questions directly or indirectly indicating race or color

Photograph
ACCEPTABLE
- Statement that photograph may be required after employment
UNACCEPTABLE
- Requirement that applicant affix a photograph to his or her application form
- Request applicant, at his option, to submit a photograph

Citizenship
ACCEPTABLE
- Statement by employer that if hired, applicant may be required to submit proof of citizenship.
UNACCEPTABLE
- Whether applicant or parents or spouse are naturalized or native-born United States citizens
- Date when applicant or parents or spouse acquired U.S. citizenship
- Requirement that applicant produce his or her naturalization papers or first papers
- Whether applicant's parents or spouse are citizens of the U.S.
National Origin or Ancestry
- Languages applicant reads, speaks or writes fluently
- Applicant's nationality, lineage, ancestry, national origin, descent or parentage
- Date of arrival in United States or port of entry; how long a resident
- Nationality of applicant's parents or spouse; maiden name of applicant's wife or mother
- Language commonly used by applicant, "What is your mother tongue?"
- How applicant acquired ability to read, write or speak a foreign language

Education
- Applicant's academic, vocational, or professional education; schools attended
- Date last attended high school

Experience
- Applicant's work experience
- Applicant's military experience in armed forces of United States, in a state militia (U.S.) or in a particular branch.
- Applicant's military experience (general)
- Type of military discharge

Character
- "Have you ever been convicted of any crime? If so, when, where, and disposition of case?"
- "Have you ever been arrested?"

Relatives
- Names if applicant's relatives already employed by this company
- Name and address of parent or guardian if applicant is a minor
- Marital status or number of dependents
- Name or address of relative, spouse or children of adult applicant
- "With whom do you reside?"
- "Do you live with your parents?"

Notice In Case Of Emergency
- Name and address of person to be notified in case of accident or emergency
- Name and address of relative to be notified in case of accident or emergency

Organizations
- Organizations, clubs, professional societies, or other associations of which applicant is a member, excluding any names the character of which indicate the race, religious creed, color, national origin, or ancestry of its members
- List all organizations, clubs, societies, and lodges to which you belong
Interviewing: Preparation

Prior to the interview

- Ask about travel arrangements and reimbursement procedures: Organizations handle arrangements differently. Learn procedures before the interview. Ask for clarification if you're unsure.
- Request a copy of your day's schedule, listing the people with whom you will meet.
- Read: If you don't read daily newspapers, do so. Read the New York Times, Wall Street Journal, or any other daily that has thorough news coverage. You'll be amazed how a week's worth of reading current events helps you in conversing with others. In addition, read recent articles about the company or its career field. Conduct a periodical literature search for articles at your college library.
- Speak with alumni working with the company.
- Know your resume: Have PARS in mind.

The Interview Day

- Dress appropriately: Dress as if you already work for the organization. Err on the conservative side.
- Accept that the day will be long: Try to get a good night's rest before the interview day, and show enthusiasm and interest in the visit. Always ask questions when given the opportunity.
- Be consistent: Don't try to "read into" an individual and give answers you think he is looking for. Honesty and sincerity are essential. Interviewers will compare notes at the end of your visit. Don't change answers for each person you meet.

Interviewing: The Initial Interview

The employment interview is an opportunity for two parties to provide and evaluate information that will lead to a mutually satisfying conclusion. An interview is a conversation with a purpose.

Your role in this conversation is to provide adequate and accurate information that will assist the employer in evaluating your skills, experience, goals, objectives, and personal traits for the positions the employer is trying to fill. Your other role is to listen and obtain information from the employers regarding the position, work environment, and the employer, that will assist you in determining whether you want to continue pursuing this opportunity.
Normally, this first interview is looked upon as a screening interview. This means the employer is trying to determine whether to consider you as a viable candidate and invite you for a follow-up interview, or to terminate discussions at the end of that interview. You will have approximately 30 minutes to convince the interviewer that you have all the skills needed to be successful in the position for which you are applying. You must recognize the importance of being well prepared for the initial screening interview.

**Attitude and Appearance**

One of the factors that will be on the mind of every employer is, how will the current employees accept this candidate? Therefore, you must present an attitude and appearance that will allow the representative to be proud to present you to fellow employees. Be positive. Have a smile on your face. Have a twinkle in your eye. Let your enthusiasm shine through. Be fun. Display some humor. How, you ask? It's easy once you remember that you were offered the interview because they are already interested in you, probably because they saw that you were competent by examining your informative resume. Now enjoy yourself and let your confidence show. However, do all this within the context of a professional setting and manner.

There is an old adage that says a lot about interviewing: "You only get one chance to make a good first impression." Whether we like it or not, interviewers begin sizing you up the very second they lay their eyes upon you. With this in mind, don't let your appearance undermine your chances for a successful interview. Always take particular care to be conservatively well-dressed and well-groomed. If you are concerned about how to dress for the interview, a good rule to follow is "keep it conservative!"

**Structure of the Interview**

The job interview is structured so the greatest exchange of information can take place in the least amount of time. The key to a successful interview is to communicate effectively.

The interview usually consists of three distinct parts: the introduction, the body, and the conclusion. **The introduction** is the "ice breaking" portion of the interview. The interviewer will set the tone in attempting to establish a positive atmosphere and put you at ease. First impressions will be influenced by your appearance and manner. Remember, the overall evaluation of you as a candidate begins the very moment the interviewer greets you in the reception area. Be sure to stand up from your chair immediately and offer your hand and a friendly, confident smile right away. A firm handshake is essential. This means you are ready to do business. A weak handshake non-verbally says, "weak person."

**The body** of the interview requests specific information. The interviewer, using questions and answers, begins to evaluate your qualifications and suitability for employment.

The interviewer is measuring and evaluating how you handle yourself -- your degree of self-confidence, your ability to relate to others, and your motivation level. Most interviewers will seek information about your specific skills, knowledge, abilities, and attitudes. Employers look for well-adjusted candidates who are self-starters, willing to take the initiative and assume responsibility, and are not afraid to work.

The interviewer will try to determine your qualifications and how to match these with particular job openings. Be prepared to discuss specifics about the organization, such as job responsibilities, operations, and policies. Know your immediate and long-range career objectives and be able to communicate them in an organized fashion. Be prepared to discuss geographical preference and mobility. Do not bring up salary during the initial interview. If a discussion occurs on salary and benefits, the interviewer must initiate it. He/she will expect you to already have done your research regarding beginning salary offers in the field of work you are preparing to enter.

During this part of the interview, you must be prepared to ask intelligent questions that will show you have done your research on the employer and have an interest in this organization. These questions frequently set candidates apart from one another.
The closing is very much like a close of a sales presentation. Exit from the interview as soon as courtesy allows you to do so, but only after expressing a sincere interest in the job, should you feel that the job is best for you. The interviewer will never know of your interest unless you make it very clear. Before leaving the interview, be certain you understand what the next step will be. Will the interviewer contact you? Or must you make the next contact? Find out.

Handling questions about your grade point average
Frequently, college graduates indicate that they feel their academic record does not tell the entire story of their achievements in college. Employers are not overly enthusiastic about hearing explanations of grade point averages if it appears that four years were spent just "getting by."

Employers are receptive to legitimate explanations, however. For example, "My father died and I had to work 30 hours a week for one year instead of the usual 15 hours. My grades dropped that year, but since then they have continued to improve. Or ... "I fooled around in college for two years, didn't know what my goals were, dropped out and went to work. When I came back I knew what I wanted to do and my grades the last two years demonstrate it."

These examples have become so common that some employers have space on the application blank for a listing of GPAs for the first two years and the average for the last two years.

Key Points To Remember
- Always check your appearance before entering the office where you will be interviewed.
- Greet the interviewer by the individual's last name in a friendly, businesslike manner. Do not address the interviewer by the individual's first name unless specifically advised to do so.
- Introduce yourself in a firm, confident manner.
- Shake hands firmly. It is appropriate for the candidate to initiate this gesture.
- When you get into the interview room, remain standing until you are offered a seat. After a certain time period, if the interviewer has not offered you a seat, ask: "Where would you like me to sit?"
- Sit erectly but not rigidly. Place your arms and hands on the armrests of the chair or in your lap.
- Avoid unnecessary hand and arm gestures.
- Do not place portfolios, purses, briefcases, etc. on the interviewer's desk.
- Maintain eye contact, yet do not stare the interviewer down. The 80/20 rule can apply here. When you divert your eyes make sure you look at a common area to both you and the employer.
- It is permissible to take a few notes, just keep them short and to the point. You can elaborate on them after you leave the interview.
- Retain the interviewer's attention by varying the tempo of your speech and the tone of your voice.
- Remember, this is your sales presentation. Take the opportunity to present yourself in a logical, confident manner. Use personal stories to illustrate your capabilities that will make you stand apart from other applicants.

Interviewing: Second Interviews
In the education industry you may or may not have second interviews due to budgetary reasons. However you should be prepared. The employer conducted the first interview to identify candidates for the organization's short list of potential "new hires." Through the initial interview, YOU were identified as having the skills and competencies to become a productive employee.

The screening interview over, your task now is to demonstrate a "fit" with the employer's organization. The company visit allows you this opportunity. It also provides the employer more time (and more people) to assess your candidacy. Second interviewers focus on your interpersonal skills and your ability to represent the company well. Therefore, most callback interviews involve meeting several people - including those with whom you will work if hired.

Each interviewer may have a different approach in evaluating your candidacy. One may talk with you about everything from sports to your opinion of the current President’s education policy. Another individual may ask questions related to a real or hypothetical situation, and yet another person may question your knowledge about the company or industry. Regardless of the individual approach, the interviewers' "agenda" is to measure your ability: to communicate; to think
on your feet; and, to demonstrate interest and knowledge about their field.

This visit, if offered, will allow you to talk more in-depth with an employer to determine how your qualifications and interests match the needs of the organization. If you receive an invitation to visit the employer for a follow-up interview, recognize that the employer is now very interested in you and wants to see how you respond under different circumstances.

When you receive an invitation, the employer will normally suggest a date with one or two alternative dates from which you can select. Before accepting the invitation, always check your personal calendar and consult with those who need to know of your plans. Avoid conflicts at all costs.

If the suggested dates are not suitable to your schedule, advise the employer of the conflict and suggest alternative dates. In any case, prompt acknowledgement of the offer for the follow-up interview is imperative.

The follow-up interview will be conducted in much the same manner, as was your initial screening interview. However, you will undoubtedly meet more people, and the length of time spent with each will be longer. Therefore, you will be expected to be more familiar about the employer, your personal background, your academic and work experience, your career and life goals, your activities, and how all of these accomplishments, put together will make you a valuable member of the employer's team. Because of the extended time spent with each individual, you will have more time to ask questions. It will be very important to have prepared yourself for that part of the interview process.

Plan to spend most of one day with the employer. Though the time spent will differ by employer, you can expect to spend a full working day at the organization. Remember, this will be a stressful situation in many cases. Always get a good night's rest beforehand. If all goes well during the follow-up interview, you may receive an offer of employment prior to leaving. This, however, is not always the case. The offer may be made within a few days after the interview. Therefore, don't be alarmed if you leave not knowing whether you have an offer.

After the interview, sit down and record your observations. Doing so will help should you have a need to ask the employer additional questions. This will also help in comparing one employer with another. This practice will be very beneficial when it comes time to make a decision. You should also write a letter of appreciation expressing your gratitude and reaffirming your interest in the position. If you are very interested in the opportunity, send a letter of appreciation to everyone who spent time with you that day. This little courtesy may be the one little extra thing needed to cause you to stand out among all applicants.

Be prepared for a long day. People having the same overriding concern - will evaluate you, "Can I work with this person."

**Interviewing: After the Interview**

Always write a thank you letter immediately following an interview. Reflect on how you might have done better. In the event you get a letter of rejection, it is advisable to turn that letter into a learning tool. To do this, contact the person from whom you received the letter and ask why you were not given consideration. Before you do this, however, analyze the following reasons employers normally give for rejecting candidates and see if any of them fit you for that particular interview.

**Interviewing: Reasons for Rejection**

- Poor personal appearance.
- Overbearing, overaggressive, conceited, superiority complex, know-it-all attitude.
- Inability to express thoughts clearly -- poor voice, diction, grammar.
- Lack of planning for career -- no career objectives or perhaps no personal or professional philosophy.
- Lack of interest and enthusiasm -- passive, indifferent.
- Failure to participate in student activities.
• Poor scholastic record -- just got by.
• Makes excuses, is evasive, and/or hedges on unfavorable factors in record.
• Lacking in courtesy, is ill-mannered.
• No questions asked about the job.
• Lack of knowledge of the employer's organization.
• Late for the interview.
• Extreme nervousness.
• Poor eye contact during the interview.
• Sloppy resume.
• Unorganized.
• Indefinite responses to questions -- talks too much.
• Lack of confidence and poise.
• Indecisive, lacks initiative.
• Timid, introverted, lacks sufficient degree of assertiveness.

**Interviewing: Coping with Offers**

This is what the interview is all about. This is the reward for the hours spent preparing for and excelling in the interview. Cherish it — but not for long. Now you have an important decision to make. Do you accept or reject the offer? No matter what you decide, a decision is required, and the decision demands that you take prompt action.

Accepting an Offer. The employer will tell you when they expect to make a decision. If not, ask when you can expect to hear of their decision. Don't be pressured into accepting an offer. Although employers need to make timely hiring decisions, you need time to weigh options and decide. Employers understand that graduating seniors are interviewing with several employers, and need time to make an informed decision. If needed, ask for additional time to make a well-thought decision.

If you elect to accept the offer of employment, make sure you understand all the details of the offer. Be certain:
• The initial assignment and salary meet with your satisfaction. The starting date is clearly understood.
• The location of the assignment meets with your approval.
• The opportunity offers future growth potential.

If the job offer meets these criteria, you may accept by telephone, but a formal letter of acceptance is also necessary. Once you have accepted an offer of employment, write letters of rejection to all other offers you may have. Do this with great diplomacy. You may wish to consider employment with this employer in the future. Read sample letters in the Career Resource Library.

Sometimes an extension of time is needed to consider more than one offer. When this happens, don't be afraid to ask for an extension. Most employers will give you a couple more weeks if you really need it.
Once you have accepted an offer, stop interviewing! To continue unprofessional and unethical!

**Interviewing: Salary Negotiation**

In terms of salary, remember that if the employer wants you, he or she may be willing to meet your terms. It happens more often than you might imagine. In the public teaching profession salaries are rarely negotiated due to contractual arrangements set forth by the area school board and state funding. But it never hurts to try negotiating to show that you are a savvy job candidate.

Five key points to remember when negotiating:
• Discussion of money starts after you have been offered the job.
• Know in advance the probable salary range for similar jobs in similar organizations.
• Always bracket your stated salary range -- begin with the employer's probable range and end above what you
• Don't reject an offer until you have negotiated the best possible settlement.
• There are negotiable areas other than money that are often overlooked: Titles - Hours - Salary review within six months - Advancements - Vacations - Fringe Benefits - Working conditions.

**Common Concerns**
The employer usually addresses salary first. If not, it is appropriate to ask about salary and benefits. Keep in mind that salary levels for entry-level positions (especially for structured training programs) are determined with little room for negotiation. Experience shows that the larger the organization, the less flexibility exists to negotiate salary. Any negotiation involves minimal amounts. Know the average salaries of previous graduates by asking your career services staff. Advancement potential is more important than beginning salary. Assess the total package - not just money.

**Teacher Contracts**
A contract is a formal agreement between two parties defining mutual obligations and responsibilities, usually for a specified period of time. Simply stated, a teacher's contract provides that the teacher agrees to exchange certain services (instruction of students in an assigned discipline or grade level) for compensation (salary and other benefits). The contract is designed for the mutual protection and benefit of the two parties, the teacher and the board of education, a representative body elected by the citizens of the strict and charged with the responsibility for governing the local public schools.

In most school districts, a master contract is prepared as the result of negotiations between teachers or their bargaining agent and the board of education. The negotiated master contract includes such features as base salary and specified increments, fringe benefits including retirement and insurance plans, number of working days, policies regarding leaves (illness, emergency, and sabbatical), procedures for observation and evaluation, and guidelines regarding termination of services. Because the contract is offered for a specified time period, it may be renewed if such renewal is mutually agreeable. Either party has the option not to renew the contract.

There are two basic types of written contracts, comprehensive and supplemental. A comprehensive contract specifies all duties agreed upon by the two parties. Teaching assignments as well as extracurricular responsibilities such as coaching or sponsorship of activities are delineated. Some districts have negotiated a master contract that applies only to teaching responsibilities. Sometimes extracurricular assignments or other duties are covered in a separate document referred to as a supplemental or special services contract.

The principal advantage of a supplemental contract is that it provides greater flexibility for the district as well as for the individual teacher.

There are three basic steps in the contract process. First, the contract offered to the individual selected by the hiring official or committee. The offer may be verbal or written, and a time-line for the return of the contract will be indicated. The second step involves the candidate's decision to accept or decline the contract. The decision must be communicated to the hiring official within the specified time, either verbally or in writing. It is important to realize that a verbal acceptance may be legally binding and is always ethically binding. After the candidate has signed and returned the contract it must be signed and approved by the board of education before it becomes official.

**Breaking a Contract**
Don't. A note of caution, once you have signed and returned the contract to the board of education you are legally committed to fulfill the obligations of the contract and you are not free to accept another offer. Do not make the mistake of signing two contracts; you may end up empty-handed. The consequences of breaking a contract can be severe. The board of education has the option to take legal action that could result in the revocation of your teaching certificate by the state department of public instruction.
While a contract must never be broken, it is possible that a teacher might find it necessary to request a release from contractual obligations. Legitimate reasons for requesting a contract release might include:

**Spouse transfer**
A spouse's unanticipated promotion or career shift can create unavoidable conflicts for a teacher who may have signed a contract with every intention of honoring it. Because people in the business world are sometimes transferred to a new location without much notice, it is not uncommon for a teacher to seek an immediate or early release from a contract.

**Health reasons or family responsibilities**
Accident or illness can make it impossible for a teacher to fulfill contract obligations. Similarly, unexpected changes in responsibilities for spouse, children, or parent may occur.

**Personal reasons**
This term may be applied to a variety of situations. A teacher may request a release for "personal reasons" due to extreme job dissatisfaction, personality conflicts, or pre-employment misconceptions. Request for release under any of these circumstances might be legitimate but should only be made as a last resort after careful deliberation and consultation.

**Career change**
If an opportunity for a new career arises during the term of a teacher's contract and the starting date is not negotiable, the teacher may have no recourse but to request a release.

**Job offer from another school district**
This situation can arise in two different ways. A more desirable offer may be received just after a teacher has signed a contract for the coming year, or a teacher who is currently under contract may wish to search for a more desirable teaching assignment or location. The board's reaction to a request for release under these circumstances may depend upon when the contract was signed, the time of year the request for release is made, and the availability of satisfactory replacements.

**Looking Ahead**
With the signing of the contract, your job search is complete. You have found the teaching job that is right for you and you should be looking forward to an exciting and rewarding professional experience. The job-seeking tools and skills you have developed and utilized will guide you throughout your career. Your mastery of the paper tools and personal skills will make it possible for you to make future career decisions logically and wisely. Although you will continue to grow and develop and your goals may change to reflect your experiences and interests, the processes of job seeking will remain basically the same. You can approach any future job search with confidence in your ability to use the tools and skills required so that you will.

**Your Formula for Success**

\[
\begin{align*}
\text{Knowledge} + \text{Skills} &= \text{Competence} \\
\text{Practice} + \text{Feedback} &= \text{Confidence} \\
\text{Motivation} + \text{Persistence} &= \text{Opportunity} \\
\text{It all adds up to:} & \quad \text{SUCCESS}
\end{align*}
\]
# Job Search Record

Use dates to record when items were sent

<table>
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<th>Sent to:</th>
<th>Letter of inquiry or application</th>
<th>Resume</th>
<th>Letters for Recommendation</th>
<th>Transcript</th>
<th>Follow-up Phone Call</th>
<th>Thank-you Letter</th>
<th>Accept/Reject Letter</th>
<th>Notes:</th>
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