

## **Résumé Writing for Educators**

Although the concept of perfection is merely nebulous this side of Heaven, a Perfect Résumé is something you need to strive to achieve before you graduate. Why? **Résumés are read for an average of 15-seconds.** If it isn't perfect, it's thrown away. Essentially, your résumé is a living, dynamic document, and other than your diploma, the only document you will constantly use after you graduate.

### **What is a Résumé?**

A résumé is a snapshot of who you are. It is a concise and crafted document that reveals what you did, the skills you attained, the responsibilities you were given and how you grew, over time, within your profession and as a person. A résumé is a personal, written communication that clearly demonstrates to prospective employers your ability to produce valuable results in their area of concern or need. It should motivate them to be interested in your qualifications and desire to meet you. For Educators, your résumé should reflect your desire and qualifications for teaching others.

### **Résumé Writing is Challenging**

Let me state it plainly: most people find résumés extremely challenging to write. In general, college students are more willing to complete research projects, dissertations and final papers than find the time to craft their résumé. Yet, a résumé is the one document that each college graduate will develop and take with them throughout their entire careers.

Our hope is that this document will help you understand the purpose of a résumé and by understanding, help you structure and focus your résumé so that it gets results.

### **The Purpose of Résumé**

#### *Employer's Perspective*

For an employer or recruiter, a résumé is used as a screening device: they are looking for a particular individual who best fits a posted job description or organizational resource need. Most human resource professionals review hundreds of résumés each week. As such, the average résumé is read for an average of 15-seconds. How then can you ensure that your résumé survives the 15-second scrutiny? Keep reading...

#### *Job Seeker's Perspective*

For the job seeker, a résumé can be used for specific purposes:

- It can help you organize and focus your skills and abilities so that it is valued by a prospective employer.
- It can create interest in you as a potential employee and can be an essential first step in obtaining an interview for the job you want.
- It can help employers remember you after you have been interviewed.

### **Self-Advertisement**

A résumé is a professional advertisement about yourself that translates what you have done in the past into what you intend to do in the future. It should speak clearly and convincingly about your qualifications and set you apart from your competitors. Everything in it must answer the question "why should the employer hire you?" If it doesn't, then your résumé will have failed the 15-second scrutiny.

Although a résumé should "sell" the job seeker to a prospective employer, you should remember that even a "perfect" résumé will not guarantee you a job. For the employer, a résumé acts as a screening device used to determine whom they will or will not interview. A strong résumé is the key that can open that door to an interview.

The strongest, most effective résumés are those that intrigue and convince a prospective employer that you are different from everyone else and deserve more in-depth consideration.

## The Parts of an Educator's Résumé

### Heading

Your name, address, phone number (with area code), and e-mail address belong at the top. Since most correspondence is now done electronically, choose either your campus or your permanent address depending on the location of the district to which you are applying.

### Objective

**Keep it concise.** Identify the grades and certification areas you are willing to teach. You may want to include your interest in supervising extra curricular activities or your desire to make education a career. No need to elaborate in your objective by stating that you desire a “challenging” teaching position (all teaching assignments are challenging) or that you want to work in a school that “cares about students”(What school doesn't care?). You can address your motivation to become a teacher or what you hope to accomplish as a teacher in your cover letter and/or application.

### Education

Most first-year teacher candidates will list education next because this degree is the basic qualification for teaching. (If you have relevant professional work experience, this experience should precede education.) Include all college experiences with the most recent first. List the name and location of the institution, your degree, and graduation date. Include your GPA if it is 3.0 or above. If you have unique educational experiences, such as study overseas, you may want to include this information here.

### Professional Preparation

**Include student teaching, practica and field experiences.** State the schools, locations and dates. Include the facts of your teaching assignments: the number of students and/or classes, grade levels, subjects, etc. Then describe your experiences in **specific terms**. All student teachers write lesson plans; what specifically did you prepare and present? What lessons, unit plans and learning centers did you design? Were you involved in extra assignments or responsibilities? Use verbs that capture your **skills and accomplishments**.

### Teaching Related Experience

This need not be paid experience. Mention summer camp jobs, volunteering for Special Olympics, or tutoring. You may want to create a section titled, “Teaching-Related Experiences.” Keep your formatting consistent with your student teaching descriptions. Begin with your job title, employer, location and dates. Include the facts of your experience and specifically describe your skills and accomplishments. “Unrelated” experience may be valuable as well—your experience may prove that you've developed leadership, organization or communication skills. **Be sure your descriptions are related to teaching.** Remember that all experiences are not equal. Those most related to education deserve a more detailed description. Others may be included to show how you spent your time and/or earned money for college, but these may require just brief descriptions.

### Optional Categories

Administrators look for teachers who will be competent and active in a variety of school responsibilities. You may want to include college or community activities (if you haven't done so under experience), which indicate that you will be active as a teacher, too. **Active participation in school or professional organizations can show a commitment to the profession.** An activity may deserve a description because you developed professional skills or accomplished a relevant objective.

When you create your résumé, think about what school officials want to read, but also consider, **“What do I want to tell administrators about my education and experiences to prove that I will be an excellent teacher?”**

*Source material from: John F. Snyder, Associate Director of Career Services, Slippery Rock University, PA*

## ***Résumé Checklist***

- Résumé length for educators is between 1 and 1 ½ pages
- Name is prominent and contact information is complete and up-to-date (including email)
- Objective is concise and addresses the needs of the potential employer (what you can contribute, rather than what you want from the employer)
- Education section lists all colleges that have granted or will grant degrees or certifications, with degree, major
- Education section includes GPA, study abroad, and related coursework – if applicable
- Experiences are listed in reverse chronological order
- Active verbs in past tense start each description
- Accomplishments are written to highlight skills, abilities, and competencies rather than duties. Descriptions give details about methods, actions, and results.
- Education buzz words are used in descriptions eg: administered ISAT testing
- Include any special curricula you were asked to teach or implement eg: implemented gifted reading program to nine 5<sup>th</sup> grade students
- Include any special projects you implemented eg: incorporated Wax Museum project for 5<sup>th</sup> graders learning about American History
- Résumé is error free
- Résumé is printed with a laser printer on cotton or linen résumé paper in white, ivory, or light gray
- Format and overall appearance of résumé is attractive and well-organized
- Résumé is easy to read and the most important points stand out
- Include any extra-curricular activities you were asked to participate in

**NAME:** \_\_\_\_\_

*Current (until \_\_\_\_\_): CPO \_\_\_\_\_ Wheaton College, Wheaton IL 60187, (630) \_\_\_\_\_*

*Permanent : (address) \_\_\_\_\_, (phone) \_\_\_\_\_*

*Email : (no blue hyperlink)*

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## OBJECTIVE

To obtain a \_\_\_\_\_ teaching position at the \_\_\_\_\_ level.

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## EDUCATION

B.A. \_\_\_\_\_, May 200\_\_

Wheaton College, Wheaton, IL, NCATE Accredited

- Illinois Teaching Certification (pending)
- GPA: \_\_\_\_/4.0 (3.0 or above)
- Related Coursework: list courses related to your emphasis or subject area and some education-related coursework, no need to list all of your education courses

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## PROFESSIONAL PREPARATION

**Student Teaching:** Subject/Grade level, 12 weeks, Fall 200\_\_

*School Name, Wheaton, IL*

- Describe your student teaching experience in detail, articulating specific subjects or topics that you taught and ways that you utilized important educational methods or teaching strategies.
- Start each phrase with an action verb.
- Utilize only sentence fragments for descriptions.
- Implement the use of creativity instead of relying on a template.
- Generate sentences with proper and consistent punctuation at the ends.
- Identify the skills that relate to your Objective Statement.
- Represent experience within one page.
- Apply a font no smaller than 10pt.
- Begin sentences with past tense verbs unless the position is on-going.

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## TEACHING-RELATED EXPERIENCE

### Position Title

*Organization Name, Wheaton, IL, Fall 200\_\_*

- \_\_\_\_\_
- \_\_\_\_\_

### Position Title

*Organization Name, Wheaton, IL, March 200\_\_ - June 200\_\_*

- \_\_\_\_\_
- \_\_\_\_\_

### Position Title

*Organization Name, Wheaton, IL, Summer 200\_\_*

- \_\_\_\_\_
- \_\_\_\_\_

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## ADDITIONAL ABILITIES

- Proficient/Fluent/Conversational in (language) \_\_\_\_\_
- Computer Skills: \_\_\_\_\_
- Cross-cultural experience gained from living/traveling abroad to \_\_\_\_\_

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## EXTRA-CURRICULAR ACTIVITIES

- Women's Chorale, Wheaton College, 200\_\_ - 200\_\_
- Discipleship Small Group Leader, Wheaton College, 200\_\_ - 200\_\_
- Cross Country/ Track, Wheaton College, 200\_\_ - 200\_\_

# ARTHUR C. DOYLE

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**Current (until 5/04):** CPO 123 Wheaton College, Wheaton IL 60187,  
**Phone** (630)752-1234 **Email:** a.c.doyle@gmail.com

## OBJECTIVE

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To obtain a teaching position at the elementary or middle school level.

## EDUCATION

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- B.A. **Elementary Education**, May 2004  
Wheaton College, NCATE accredited, Wheaton, IL
- Illinois teaching certification, Type 03, K-9 (pending)
  - GPA 3.45/4.0

## STUDENT TEACHING

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- 7<sup>th</sup> grade Language Arts, 12 weeks, Fall 2003, Monroe Middle School, Wheaton, IL
- Prepared and taught a unit on legends incorporating the legend of Robin Hood to the novel, *The Forestwife*.
  - Developed three stations for a colonial study on children, school, and diet.
  - Created a bulletin with students' work from legend unit.
  - Participated in Curriculum Night, weekly 7<sup>th</sup> grade team meetings, parent-teacher conferences discussing students' behavior and I.E.P. plans
  - Assisted in the supervision of an outside school activity to enhance the students' observations skills.

## PRACTICUM EXPERIENCE

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7<sup>th</sup> grade Language Arts class, Monroe Middle School, Wheaton, IL, April '03  
Observed and participated in language arts instruction; taught about several artists during the Artist unit, worked with a group of two special education students on in-class assignments.

7<sup>th</sup> grade Language Arts & Social Studies class, Monroe Middle School, Wheaton, IL, Winter '02  
Observed language arts and social studies instruction; worked one-on-one with special education students on homework.

4<sup>th</sup> grade class, Emerson School, Wheaton, IL, Spring '02  
Provided instruction and clarification on math lessons dealing with simple division.

1<sup>st</sup> grade class, Three Lakes Elementary School, Three Lakes, WI, Spring '01  
Worked with individual students on reading skills.

## TEACHING – RELATED EXPERIENCE

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**Tutor**, Outreach Community Center, Carol Stream, IL, Spring '02  
Assisted 4<sup>th</sup> grade student with homework at an after-school tutoring program

**Outdoor Education Day Camp Counselor**, Honey Rock Camp, Three Lakes, WI, Summer '01  
Taught a new group of students each week (ages ranging from 5 to 12 years) about the outdoor environment around them.

**Tutor**, Cycle Tutoring Ministry, Chicago, IL Fall '00-Spring '01  
Tutored 6<sup>th</sup> grader with homework at an after-school tutoring program.

**Volunteer Aide**, Outreach Community Center, Carol Stream, IL, Summer '00  
Assisted teacher with at-risk 3<sup>rd</sup> to 4<sup>th</sup> grade students during summer school session.

# **Eric Martinez**

1510 Adams St, Madison, WI 54002 (715) 486-5546

E-mail: [eric.martinez@gmail.com](mailto:eric.martinez@gmail.com)

Cell Phone: (715) 717-3256

## **Objective:**

To teach English/Language Arts at the secondary level with an interest in participating in student drama and coaching gymnastics.

## **Education:**

### **B.A. in English and Education**

*Expected May*

2007

Wheaton College, Wheaton, Illinois, NCATE accredited

- State of Illinois secondary certification (grades 6-12)
- GPA: 3.32/4.0

## **Professional Preparation:**

### **Student Teaching**, High School English, 12 weeks, Delft Senior High School, Delft, WI *Fall 2006*

- Taught 94 students in two periods of sophomore American literature, including one honors course, and two periods of World Literature for juniors and seniors
- Initiated important connections with parents and family through parent-teacher conferences, weekly e-mails, and phone calls
- Crafted a personal response essay assignment that allowed students to express questions, frustrations, and insights about chapters from Hawthorne's *The Scarlet Letter*
- Utilized audio recordings to supplement reading instruction for learners with special needs
- Successfully modeled an entertaining personal narrative speech to pique students' interest in the assignment

### **Methods/Special Education Practicum**, Delft Senior High School, Delft, WI (60 hours) *Spring 2006*

- Designed group presentation project to assess comprehension of Acts III, IV, and V of Shakespeare's *Macbeth*
- Created assessment rubric for the students' public speaking, organization, analytical, and written skills in their presentation

### **Multicultural Tutoring Practicum**, 3 different tutoring locations, (30 hours) *Fall 2005-Spring 2006*

- Improved English skills with ELL and ESL students at Hudson Junior and Senior High School in Hudson, WI
- Tutored 2 refugee students in math and reading with Connection Tutoring at Wheaton College
- Prepared 2 students for the ACT at the Illinois Youth Center in St. Charles, IL (a male juvenile detention facility)

### **Middle School Practicum**, 8th grade Social Studies, Franklin Middle School, Wheaton, IL, *Fall 2006*

- Facilitated class discussion about war-time propaganda and free-speech issues during a war
- Aided the cooperating teacher in monitoring the work progress of about 30 students during class-time

## **Teaching-Related Experience:**

### **Writing Consultant**, Wheaton College Writing Center, Wheaton, Illinois *Fall 2006*

- Evaluated Wheaton College students' writing for 4 hours a week
- Studied standard grammar and writing guidelines on a weekly basis
- Reviewed diverse modes of writing (e.g. writing in the natural and social sciences, as well as humanities)

### **Ministry Co-Coordinator**, Jump Start Tutoring, Wheaton College, Wheaton, IL *Fall 2005-Spring 2006*

- Recruited and coordinated about 20 students from Wheaton College to tutor young, incarcerated males at the Illinois Youth Center in St. Charles, IL.
- Organized the logistics of transportation and access clearance for the tutors

**Media Resources Equipment Circulation**, Wheaton College Media Resources, Wheaton, IL *Fall 2004-  
Spring 2006*

- Developed skills in working with multimedia equipment, such as data projectors, laptop computers, AV equipment, sound systems, and cameras.
- Witnessed the ways in which teachers at the college used technology as part of their pedagogy

