



# JOB SEARCH GUIDE FOR EDUCATION MAJORS



2015-2016

Everything you need to start your job search

This guide will assist you in conducting a successful job search for your first teaching job. The job market is very competitive today so you must market yourself with a professional résumé and cover letter as well as prepare extensively for your interviews.

# Job Search Guide for Education Majors

EVERYTHING YOU NEED TO START YOUR JOB SEARCH

## Table of Contents

**IDENTIFYING YOUR SKILLS AND PROMOTING YOURSELF ..... 3**

**BASIC SECTIONS OF A RESUME .....12**

**ACTION VERBS TO START YOUR RESUME WORK PHRASES.....14**

**SAMPLE WORK PHRASES .....15**

**COVER LETTER BASICS & JOB APPLICATIONS .....17**

**CREATING A PROFESSIONAL TEACHING CAREER PORTFOLIO .....22**

**NETWORKING .....23**

**INTERVIEW PREPARATION .....24**

**PROFESSIONAL ATTIRE .....25**

**INTERVIEW STRATEGIES AND QUESTIONS.....26**

**BEHAVIORAL INTERVIEWING .....27**

**JOB SEARCH TIMELINE.....28**

**EDUCATION RESOURCES.....29**

## IDENTIFYING YOUR SKILLS AND PROMOTING YOURSELF

To be successful in the job market, you need to practice self-promotion. You are a product which the consumer (recruiters and hiring managers) are looking to acquire. In order to promote yourself effectively, you need to know what your strengths and skills are (your transferable skills). After you have identified these selling points, you have to be prepared to talk about yourself (your elevator pitch). After you know your pitch, you have to “put yourself out there” and network with potential employers and industry contacts. This section will prepare you for all of these elements of the job search.

### Transferable Skills

To be successful in the workplace, you have to possess transferable skills. Transferable skills are a product of your talents, traits and knowledge. These skills determine how you respond to new activities, work situations or jobs. Everyone has transferable skills, though it isn’t always obvious when and how you’ve used them. It’s your job to identify these skills and highlight them on your resume.

For example, the fact that you served customers their food during a summer job isn’t necessarily going to win you points with a recruiter. However, describing on your resume how working in this situation helped you develop your interpersonal skills is relevant.

**Before:** Served customers their food.

**After:** Successfully interacted with a diverse customer base while providing exceptional customer service.

Transferable skills are non-job specific skills that you have acquired during any activity or life experience. Draw from activities and experiences such as campus and community activities, class projects, and assignments, hobbies, athletic activities, internships and summer part-time jobs.

***Skills Most Desired by Employers According to the National Association of Colleges and Employers (NACE), the top eighteen personal qualities/skills employers requested are:***

- |                                   |   |
|-----------------------------------|---|
| 1. Leadership                     | 10. Interpersonal skills (relates well to others) |
| 2. Ability to work in a team      | 11. Computer skills                               |
| 3. Communication skills           | 12. Detail-oriented                               |
| 4. Problem-solving skills         | 13. Organizational ability                        |
| 5. Strong work ethic              | 14. Friendly/outgoing personality                 |
| 6. Initiative                     | 15. Strategic planning skills                     |
| 7. Analytical/quantitative skills | 16. Creativity                                    |
| 8. Flexibility/adaptability       | 17. Tactfulness                                   |
| 9. Technical skills               | 18. Entrepreneurial skills/risk-taker             |

## Checklist of Transferable Skills

Transferable skills are skills that you can take with you from one situation to another, from one job to another. The skills below are important to employers. *Which ones do you have?*

### Communication Skills

- Speaking effectively
- Writing clearly and concisely
- Listening attentively and objectively
- Expressing ideas
- Facilitating group discussion
- Interviewing
- Editing
- Responding appropriately to +/- feedback
- Using various media to present ideas imaginatively
- Providing appropriate feedback
- Negotiating
- Perceiving nonverbal messages
- Persuading
- Reporting information
- Public speaking
- Using various styles of written communication

### Research/Planning/Investigation

- Forecasting/predicting
- Creating ideas
- Identifying problems
- Imagining alternatives
- Identifying resources
- Gathering information
- Solving problems
- Setting goals
- Extracting important information
- Analyzing
- Developing evaluation strategies
- Designing an experiment or model
- Formulating questions
- Making conclusions
- Conceptualizing
- Observing and discovering

### Human Relations/Interpersonal

- Developing rapport
- Being sensitive
- Listening
- Conveying feelings
- Providing support for others
- Motivating
- Sharing credit
- Helping others
- Counseling
- Cooperating
- Keeping a group "on track"
- Being patient
- Interacting effectively with peers, superiors, and subordinates
- Persuading others
- Being willing to take risks
- Teaching/instructing others
- Demonstrating effective social behavior
- Perceiving feelings and situations
- Delegating with respect
- Working with diversity or multi-cultural issues

### Work Survival

- Enforcing policies
- Managing time and stress
- Working effectively under pressure
- Taking initiative in job-related duties
- Discerning appropriate behaviors for the workplace
- Meeting goals
- Accepting responsibility
- Setting and meeting deadlines
- Seeking opportunities for professional development
- Evaluating personal and professional strengths and weaknesses

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## Organization/Management/Leadership

- Initiating new ideas and tasks
- Handling details
- Coordinating tasks
- Coaching/mentoring
- Managing conflict
- Motivating and leading people
- Organizing people/tasks to achieve a specific goal
- Conducting meetings
- Giving praise and credit to others for a job well done
- Solving problems/mediating
- Taking risks
- Implementing sound decisions
- Managing groups
- Delegating responsibility
- Teaching/instructing
- Promoting change
- Selling ideas or products
- Making decisions with others
- Identifying people who can contribute to solutions of problems or tasks
- Developing goals for an organization
- Prioritizing tasks
- Encouraging and inspiring
- Negotiating agreements
- Taking responsibility for decisions

## Financial Management

- Developing a budget accurately estimating expenses and income
- Keeping accurate and complete financial records
- Accounting
- Assessing
- Ensuring timeliness of payments
- Fundraising
- Calculating
- Projecting/forecasting
- Investing

## Critical Thinking/Problem Solving

- Anticipating problems before they occur
- Defining problems and identifying possible causes
- Identifying possible solutions and selecting the most appropriate ones
- Creating innovative solutions to complex problems
- Involving group members to evaluate solutions
- Developing plans to implement solutions
- Multi-tasking
- Identifying a general principle than explains interrelated experience

## Crafting Your Elevator Pitch

If you're looking for a job, one of the first tasks on your to-do list should be crafting an ideal "elevator pitch."

### What is an elevator pitch?

Imagine stepping into an elevator in a downtown office building. As the doors close, the person standing next to you says, "Hi, I'm a recruiter at your dream company. Tell me about yourself." Are you prepared for an opportunity like this? Could you concisely introduce yourself, your background and your career aspirations in the time of a quick elevator ride—30 seconds or less? 'Elevator pitch' is a popular term for the basic introduction of who you are and what you are looking for. It can be used in a variety of professional situations such as networking events, career fairs, cover letters and formal interviews.

### Why is an elevator pitch important?

In most situations, you will not have time to tell someone your life story or to list every accomplishment on your resume. The best elevator pitches provide enough background information and enthusiasm so the other person wants to continue a conversation with you.

## 4 Steps to Developing an Elevator Pitch

### 1. Know yourself.

The first step to introducing yourself effectively is knowing who you are and what makes you unique. Ask yourself the following questions and jot down your answers:

Which of your previous jobs, even if they were part-time jobs, internships or volunteer positions, provided you with experience relevant to what you hope to do now? If none, what about your college major or extracurricular activities?

What are your strongest skills?

What are your strengths and passions, career-wise?

What kinds of internships, jobs, companies or industries are you pursuing now?

What can you say about yourself that will set you apart from other candidates?  
What makes you memorable and special?

## 2. Craft your pitch.

Think of your pitch in three parts:

1. **Who are you?** Remember that your primary goal is simply to introduce yourself. Share your name and place yourself in context by explaining what school you attend, what you are studying and/or where you currently work.
2. **What are your major accomplishments/passions/unique skills?** Leverage the skills you listed earlier and frame them in a way that is meaningful to a potential employer or networking contact. What can you say that will make a recruiter remember you or a networking contact that you want to know more about you?
3. **What do you want/Where are you going?** This is the part of your pitch that lets the other person know what you're looking for and the topic you're interested in talking about. Don't be pushy or aggressive, but do be forthright about the fact that you're looking for a job.

Finally, be sure to tailor your delivery to the interpersonal circumstances of the moment: the goal is to maintain a conversational tone and not sound rehearsed. Think of the above elements as "sound bites" that you can mix, match and cater to each unique interaction.

Some examples:

1. *"I'm currently studying nursing at Notre Dame College. One of my greatest strengths is my ability to make the conceptual practical and I'm interested in securing an entry-level role at a nonprofit that allows me to work in public health nursing. Because nonprofit programs and fellowships were a key part of my development, it's important for me to pay it forward and help the Great Cleveland community."*
2. *"Hi, I'm Natasha Brown. I'll be receiving my BA in Accounting in May from Notre Dame College and I interned last summer at PricewaterhouseCoopers in the Assurance practice. I also participated in the firm's community service project in New Orleans, which was an incredible experience. I'm also the vice president of NDC's business club. I'm currently seeking an auditor position in the Chicago area, which is why I'm here at this conference."*

Draft your elevator pitch here:

### 3. Consider body language.

The effectiveness of your elevator pitch is not just based on what you say, but how you say it. Did you know it takes only seven seconds for people to make eleven impressions about you? You may be completely serious, passionate, and confident about what you have to say, but your body and clothing may be sending a different message. Image matters. When practicing and delivering your elevator pitch, consider:

- Posture
- Handshake
- Eye Contact
- Volume
- Hand Gestures
- Tone
- Facial Expression
- Clothing
- Personal Hygiene



#### 4. Practice, practice, practice.

Once you're satisfied with your elevator pitch's content and delivery, be sure to practice it enough to be comfortable and confident. If possible, try to video or audio tape yourself to see if you have any speech tics ("um" or "you know" or "like") or if you have a nervous habit like putting your hands in your pockets or brushing your hair aside. Your goal should be a natural delivery that feels confident but not canned.

When you are happy with the way your intro sounds to your own eyes and ears, try it with friends, family members, advisors, or career services counselors. Remember that every time you test your introduction and get feedback, you're also getting more and more comfortable talking about yourself.

#### Additional Resources

- <http://www.pwc.tv/>  
PricewaterhouseCoopers, LLC student career development information
- <http://www.howcast.com/videos/297027-How-to-Perfect-the-Elevator-Pitch/>  
A video overview explaining how to develop an elevator pitch
- <http://www.youtube.com>  
Search for "elevator pitch" or "elevator speech" to view example elevator pitches

## Networking

Networking is the process of gathering helpful information from personal and professional contacts. Networking is important in all career fields and at all professional levels as it is an effective way to research career paths of interest to you and later create job leads. It is also a good way to build a business, sell services or products, or promote your favorite cause.

Only 20% of all jobs are advertised in newspapers or online job boards, yet 80% of job seekers only look there! Network to reach the “hidden” job market.

### Getting started

- Consider and list your existing and potential network.
  - Friends
  - Family and their friends
  - Former or current supervisors and/or customers
  - Faculty and alumni from the College
  - Neighbors
  - Professionals such as your doctor, dentist, etc.
  - Fellow church members
  - Club members, teams, etc.
- Practice your 60-second introduction that tells a person about your background, experience and what direction you are headed.
- Join networking clubs and professional associations to meet people in your career field
- Connect on social media
  - LinkedIn.com – you can find people, research organizations, join groups and find job postings on the world’s largest professional online network
  - Twitter.com – you can find jobs and talk to others in your career field
  - Check out professional associations connected with your major or future career path. A quick Google search will most likely bring you to several professional associations!

### Conduct informational interviews

- Call, write or email people that you want to meet and schedule a meeting. Emphasize that you are researching an industry or position in which you are interested (reiterate that you know that they may not be hiring).
- Set a time limit of 20-30 minutes and have 5-10 questions prepared so you do not waste your contact’s time. Questions might be: Why did you choose this career? How did you started at this organization? What education and experiences have prepared you for this position? What professional associations do you belong to?
- Always thank the contact for their time and input. Ask your contact for the names of two other contacts in the industry. Keep talking to people!

## BASIC SECTIONS OF A RESUME

You can create your résumé in Microsoft Word. If you have trouble getting started, you may reference the Résumé Builder in Falcon Career Network, our online job board, at:

<http://www.notredamecollege.edu/FCN>

### Header/Contact Information

- Your formal name including middle initial (use a larger font than the body of your text or bold your name to make it prominent)
- Mailing address
- Home telephone number or cell number (record a professional message on your answering machine or voice mail)
- One professional e-mail address
- Never include a photograph of yourself

### Career Summary/Professional Profile

The career summary or professional profile is a very short, specific description of the immediate type of work you are targeting and what you can offer to the school. Avoid the use of pronouns such as I, my and me.

- Identify the grades and certification areas that you are prepared to teach
- Indicate activities or sports that you are interested in advising or coaching (optional)

### Education/Licensure

- List your most advanced degree or most recent degree, i.e. a Ph.D. would appear first, then an M.S. or M.A., and finally a B.S. or B.A. degree. You do not need to include your high school diploma
- List your degree earned or expected to earn and major, i.e. Bachelor of Arts; Elementary Education, Expected May 2014
- List the name of the college or university and location, i.e. Notre Dame College, South Euclid, Ohio
- Include your GPA if 3.0 or higher
- Include your licensure if obtained or if pending (include specific subjects and grade levels)

## Student Teaching or Professional Teaching Experience

- Start with your current or most recent position and list experience in reverse chronological order (present to past)
  - List the position, school, location (city and state) and dates. For example:
    - Student Teacher, Brentwood High School, Brentwood, CA 08/2015 – 12/2015
- Describe the number of students and grades taught as well as subjects.
- Start your work phrases with strong action verbs to describe your teaching experiences such as lessons designed, how you incorporated technology into your teaching, methods to assess learning, classroom management strategies. A list of action verbs is listed below.
- Your work phrases should demonstrate end-results – what was the impact on the student?
- Do not use pronouns such as I or me

## Other Work Experience

- List job title, company or organization name, location (city, state) and employment dates
- Try to quantify responsibilities where possible, i.e. dollars, number of calls, etc.
- Prove that you have developed leadership, organizational, and communication skills – skills used by teachers every day to relate how you can transfer past skills to the teaching environment. For example:
  - Trained new customer service representatives to process orders efficiently and professionally in busy call center

## Campus Activities/Awards/Community Service

- Showcase your academic and professional awards or scholarship recognition
- List clubs or sports i.e. Member, Men's Basketball, Notre Dame College, (2012-present)

## References

- Develop a list of 3-5 professional references and create a separate document from your resume
- You do not need to state "references available upon request" on your resume
- Your references may include supervisors, faculty, and/or co-workers or peers who know you in terms of your work history and ability
- Make sure that you ask permission before listing a reference and provide them with a copy of your resume
- Include the following information about each reference: Name, title, organization, address, telephone number, and email address

## ACTION VERBS TO START YOUR RESUME WORK PHRASES

Acted/Acted as	Effected	Performed
Accelerated	Eliminated	Planned
Adapted	Encouraged	Pinpointed
Addressed	Established	Programmed
Administered	Evaluated	Promoted
Advised	Expanded	Proposed
Analyzed	Expedited	Persuaded
Approved	Explained	Recommended
Arranged	Founded	Reduced
Clarified	Generated	Reinforced
Coached	Guided	Revamped
Communicated	Identified	Recorded
Coordinated	Increased	Revised
Conceived	Influenced	Reviewed
Conducted	Implemented	Scheduled
Completed	Interpreted	Selected
Controlled	Improved	Served
Created	Lead	Solved
Delegated	Lectured	Structured
Developed	Maintained	Streamlined
Demonstrated	Managed	Summarized
Designed	Moderated	Supervised
Devised	Motivated	Supported
Directed	Organized	Teach/Taught
Drafted	Originated	Trained
Edited	Participated	Tutored



## SAMPLE WORK PHRASES

- Provided intervention and classroom conflict resolution.
- Assisted Principal in defining program/education goals.
- Implemented positive discipline in challenging classes.
- Trained and supervised instructional staff.
- Created pilot program implemented in schools
- Created learning style units for special needs students.
- Spearheaded instruction of new \_\_\_\_\_ program.
- Integrated computer technology into classes.
- Restructured annual teaching plan following district rules.
- Increased student attendance/performance by \_\_\_\_\_.
- Initiated after-school activities such as \_\_\_\_\_ and \_\_\_\_\_.
- Motivated students through \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Recognized by school administration for \_\_\_\_\_.
- Fostered a \_\_\_\_\_ environment that resulted in \_\_\_\_\_.
- Created gifted and advanced units for \_\_\_\_\_ students.
- Served on \_\_\_\_\_ board, with responsibility for \_\_\_\_\_.
- Taught mixed age groups of \_\_\_\_\_ students unitizing advanced teaching methods.
- Developed and integrated classroom enrichment activities into \_\_\_\_\_ classes.
- Managed classrooms with up to \_\_\_\_\_ ESL and multicultural students.
- Assessed student and parent needs and made appropriate agency referrals.
- Recruited/coordinated adult and high school volunteers for reading classes.
- Coached over \_\_\_\_\_ students in \_\_\_\_\_ and \_\_\_\_\_ activities.
- Organized parent/teacher conferences and PTA activities for \_\_\_\_\_ members.
- Instituted cultural awareness program adopted district wide in \_\_\_\_\_ schools.
- Counseled students and parents in cultural and language transition.
- Developed curriculum for \_\_\_\_\_ classes utilized by staff of \_\_\_\_\_ teachers.
- Coordinated parental permission and field trips for up to \_\_\_\_\_ students.
- Maintained grading, progress reports, and classroom documentation.
- Assisted in writing a \_\_\_\_\_ grant and received \$\_\_\_\_\_ in funding.

### BEFORE YOUR PRINT IT, PROOFREAD IT!

Is your resume free of grammatical, spelling, punctuation, and typographical errors?

Is it all on one page?

Have you used an appropriate font style such as Times New Roman or Arial, size 11-14?

Did you give it an appropriate title using your name (example: Smith\_Resume\_2014)?

Did you ask someone in Career Services to review it?

SAMPLE

## JOANNE K. SMITH

1234 Broad Lane, South Euclid, OH 44266

440-555-1717 • [JSmith06@students.ndc.edu](mailto:JSmith06@students.ndc.edu)

Seeking an elementary teaching position for Grades PK-3

### EDUCATION & LICENSURE

Bachelor of Arts in Early Childhood Education

Notre Dame College, South Euclid, Ohio, May 2015

Ohio Licensure: Early Childhood Education, PK-3

GPA: 3.4/4.0

### TEACHING EXPERIENCE

Fairfield City Schools, Fairfield, Ohio, Fall 2014

Student Teacher, Fairfield Elementary, 1<sup>st</sup> Grade

- Taught a full academic curriculum for a class of 27 students
- Organized a field trip for 90 students to the Cleveland Museum of Art
- Developed an integrated unit of Plants and Seeds using hands-on outside activities
- Discussed student progress and expectations with parents

Talawanda City Schools, Oxford, Ohio, Spring Semester 2014

Teacher Observer, Talawanda Elementary, 2<sup>nd</sup> Grade

- Taught lessons on vowel sounds with small groups
- Provided individual instruction to students during computer activities
- Taught classroom lesson on living and non-living things

### ADDITIONAL WORK EXPERIENCE

Applebee's Neighborhood Bar & Grill, Cleveland, Ohio, November 2012-May 2014

Assistant Manager, Food Server

- Promoted from food server to assistant manager over the period of three years
- Maintained positive customer and employee relations
- Supervised eight part-time workers

### CAMPUS ACTIVITIES

Resident Assistant, Notre Dame College, 2013-2014

Lifeguard, Notre Dame College, 2011-2013

SAMPLE



## BRADLEY T. HALL

4569 Underwood Road, South Euclid, OH 44654 ▪ 216-555-3697 ▪ [BHall@email.com](mailto:BHall@email.com)

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**OBJECTIVE:** To obtain a middle or high school teaching position in science

**EDUCATION:** Teacher Education Evening Licensure Program  
Concentration: Science, Grades 4-9  
Notre Dame College, South Euclid, Ohio  
Expected Completion: May 2014  
GPA: 3.6

Bachelor of Science in Chemistry  
Kent State University, Kent, Ohio  
GPA: 3.9

### TEACHING

**EXPERIENCE:** **Student Teacher, Cleveland Municipal School District, Cleveland, Ohio**  
Chester High School, Fall 2013

- Planned, developed and implemented daily lesson plans for 27 seventh grade students for Environmental Studies class
- Created a science module centered around lab activities and investigations
- Taught integrated unit with English Department on rain forests

### OTHER

#### PROFESSIONAL

**EXPERIENCE:** **Analytical Scientist, Ben Venue Laboratories, Cleveland, Ohio, 2006-2010**

- Conducted analytical tests for product development using wet chemistry techniques for this pharmaceutical company
- Generated documents and reports to the FDA to support research
- Supervised lab work of three college interns during summers
- Presented research (with team members) at national conference, 2007

### COMMUNITY

**SERVICE:** Fundraiser, United Way of Cleveland, Cleveland, Ohio  
Volunteer, Holden Arboretum, Kirtland, Ohio

## COVER LETTER BASICS & JOB APPLICATIONS

## Cover Letter

Now that you have written your resume, you have to get employers and recruiters to read it. Every resume should be accompanied with a cover letter that is customized to the organization that you are applying to.

- Always **address** your letter to a specific individual (i.e. Ms. Kelly Munn)
- Be **specific** about why you are writing – clearly state the job you are seeking.
- Demonstrate how you can **help** the employer and detail your experience as it relates to the job opening or organization, but do not simply repeat what is on the resume.
- Use specific concrete work accomplishments and write in the active voice i.e. “I increased sales”
- Show you have done some research on the organization
- Ask for an interview at the end and thank the reader for their consideration.
- The letter should be brief and no more than three or four paragraphs

## Application

As you will discover during your job search, school districts often require you to officially submit an application and the majority of school systems have moved to an electronic process. Regardless if the job application is requested in hard copy or online, make sure that your application is **free of spelling and grammatical errors and that your answers are completed accurately and fully (answering “see resume” is probably not a good response)**. An application may require two to three hours to complete.

Here are some tips to completing typical components of the application:

### Personal data

- Provide accurate name and contact information; update your application if your name, telephone or address changes
- Questions related to criminal history and employment terminations are common

### Employment desired/Experience

- Always consider your audience when discussing prior employment; list employment related to teaching and children first
- Student teaching is often restricted to a separate section on the form
- As appropriate, include your extracurricular leadership roles that you are interested in pursuing i.e. coaching a sport, advising a student club

### Education/Certification

- If you have not yet obtained your teaching license, indicate that it is pending and give an approximate date

### Personal statement/open-ended questions

- This part of the application can provide insight into what makes you an ideal candidate and you can let your personality shine. Make sure that you include **specific examples of skills and accomplishments to support your statements.**
- Use keywords that match the job and the educational field. Find creative ways to convey your transferable skills if you are changing careers.
- Some sample questions are:
  - What personal characteristics define an excellent teacher?
  - From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?
  - Please explain how your past personal and professional experiences make you a quality candidate for the position for which you are applying.
- You will be evaluated on both content and writing quality

Sample Cover Letter OUTLINE (full block format)

Your Address  
Your City, State, Zip Code

Date

Name  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr. /Ms. Last Name:

**First Paragraph:** State **why** you are writing. Remember to include the name of a mutual contact if you have one. Be clear and concise regarding your request.

**Middle Paragraphs:** State **what** qualifications you can bring to the employer/job. Convince the reader that you are a strong candidate and use specific examples rather than vague or canned phrases. Convey energy and enthusiasm and remember that this letter is an example of your writing skills.

**Final Paragraph:** State **how** you will follow up to obtain an interview. Refer to your resume and include telephone number where you can be reached.

Sincerely,

*Your Signature*

Your Typed Name

Enclosure

SAMPLE COVER LETTER

123 First Street  
South Euclid, Ohio 44123

May 20, 2015

Dr. Robert Cook  
Superintendent  
River City School District  
220 First Street  
North River, Ohio 44266

Dear Dr. Cook:

I am writing with interest for the first grade teaching position for River City School District. With experience working at both the elementary and high school levels, as well as in activities outside of the traditional classroom, I have a diverse background with much to offer.

My first classroom teaching experience was as a volunteer elementary school religion teacher at a local church where I worked for three years during high-school. In addition, I worked for several summers at Sunny Beaches Arts Camp teaching theater where I staged a play each season. I have student teaching experience at the first and third grade level, in both suburban and urban school districts. I particularly enjoyed working with "at-risk" children and careful preparation of lessons allowed me to break down sometimes complicated concepts to simple examples that my young students could grasp.

Last year I taught English to high school students. Managing the difference of abilities among my students proved a difficult, but satisfying, challenge. I tailored activities to maintain the interest of high-level students without intimidating less skilled English speakers.

My resume is enclosed for your review. I look forward to speaking with you.

Sincerely,  
**Jane Brown**  
Jane Brown

Enclosure

## CREATING A PROFESSIONAL TEACHING CAREER PORTFOLIO

It is highly recommended that you create a portfolio as a convenient and comprehensive way to organize and display your academic and career information and achievements. This tool will help you stay organized throughout your time in college, during a job search, as well as when you transition to your teaching career.

- Purchase a three-ring binder or padfolio and divider sheets with tabs for easy identification. You can also create an electronic or e-portfolio (take a look at [www.efolioworld.com](http://www.efolioworld.com) or [www.foliospaces.com](http://www.foliospaces.com) for example).
- Assemble personal documentations of your accomplishments. ***Photocopy or scan the originals (keep the originals safely at home as you take your portfolio to job interviews).***
- While there are many portfolio variations, below is a recommended table of contents:
  - Short statement of teaching philosophy
  - Short statement of career goals/plans for the future
  - Current resume
  - Education
    - Academic transcript(s)
    - Diploma(s)
  - Certifications (licensure)
  - References and recommendation letters
  - Course projects, work samples, and graded papers/exams documenting skills and other evidence of effectiveness and achievement
  - Lesson plans, curriculum development samples
  - Presentations (PowerPoint, handouts)
  - Writing samples (published articles in journals, newsletters, reviews)
  - Professional associations/ memberships
  - Awards/recognition
  - Employee performance evaluations
  - Continuing education units (CEUs)
  - Committee work
- When conducting a job search, you may want to include a section to track your search efforts (i.e. networking contacts, potential employers, applications, interviews, etc.).
- Plan well and intentionally collect data relevant to your teaching development efforts and start as early as possible. Remember, this will be continually updated throughout your career!

## NETWORKING

Networking is the process of gathering helpful information from personal and professional contacts. Networking is important in all career fields and at all professional levels as it is an effective way to research career paths of interest to you and later create job leads. It is also a good way to build a business, sell services or products, or promote your favorite cause.

### Getting started

- Consider and list your existing and potential network.
  - Friends
  - Family and their friends
  - Former or current supervisors and/or customers
  - Faculty and alumni from the College
  - Neighbors
  - Professionals such as your doctor, dentist, etc.
  - Fellow church members
  - Club members, teams, etc.
- Practice your 60-second introduction that tells a person about your background, experience and what direction you are headed.
- Join networking clubs and professional associations to meet people in your career field
- Connect on social media
  - LinkedIn.com – you can find people, research organizations, join groups and find job postings on the world’s largest professional online network
  - Twitter.com – you can find jobs and talk to others in your career field

Only 20% of all jobs are advertised in newspapers or online job boards, yet 80% of job seekers only look there! Network to reach the “hidden” job market.

### Conduct informational interviews

- Call, write or email people that you want to meet and schedule a meeting. Emphasize that you are researching an industry or position in which you are interested (reiterate that you know that they may not be hiring).
- Set a time limit of 20-30 minutes and have 5-10 questions prepared so you do not waste your contact’s time. Questions might be: Why did you choose this career? How did you started at this organization? What education and experiences have prepared you for this position? What professional associations do you belong to?
- Always thank the contact for their time and input. Ask your contact for the names of two other contacts in the industry. Keep talking to people!

## INTERVIEW PREPARATION

The job interview is arranged... now what? The interview is a chance for both parties to determine if you are the most qualified candidate and to evaluate whether or not the position is right for you.

### Before the Interview

- Research the organization. Consult their website for information about their mission, goals and organizational structure.
- Know yourself. Identify your strengths and weaknesses. Be able to demonstrate your achievements.
- Prepare your questions. Write down 4-5 good questions to get specific details about the position.
- Assemble a professional outfit.
- Practice your responses to interview questions. We highly recommend that you schedule a mock interview with the Career Services Center to practice your responses with a staff member and to gain feedback.
- Review the contents of your career portfolio; bring pen and paper to take notes.

### During the Interview

- Arrive 10-15 minutes prior to your appointment time.
- Interviews are usually comprised of **three stages**:
  - Introductions are made and rapport is established.
  - Information is exchanged. The employer will ask questions first and then you will have a turn to ask questions.
  - The close. Emphasize your interest and ask what the next step is.
- Take notes. Listen. Be positive in your responses.
- Maintain good eye contact and use good posture.

### After the Interview

- Immediately after the interview, do a written recap. Consider what went well and what aspects went poorly.
- Write thank you notes to everyone you met within 24 hours after the interview. Express your enthusiasm for the job and reiterate a specific discussion point.
- Be prepared to complete a drug test. References may be contacted and a criminal background check may be conducted if you are a strong candidate for the job.



- Be prepared to discuss starting salary. Below is a listing of the Average Starting Salary for recent teaching graduates.

Academic Major	Average Starting Salary
Elementary Teacher Education	\$39,200
Physical Education Teaching / Coaching	\$43,000
Pre-Elementary Teacher Education	\$36,800
Secondary Education	\$41,700
Special Education	\$46,000
Specific Academic / Vocational Teacher Education	\$42,100

## PROFESSIONAL ATTIRE

Though dress codes in the workplace have become much more informal in the past several years, job interview attire has remained strictly professional. Men and women alike are expected to wear conservative business suits to interviews.

### MEN:

- Dark color suit in black, navy blue or charcoal gray
- White shirt and conservative tie (should reach your belt)
- Polished leather, dress shoes
- Wear dark socks that match your shoes
- Shave before your interview (go easy on the aftershave)
- Clean nails
- Cover tattoos and remove visible body piercings

### WOMEN:

- Dark color suit or jacket in neutral colors: black, navy blue, grey or dark brown
- White or light color blouse or top (cleavage should not be showing)
- Neutral hosiery or trouser socks
- Pants or skirt in neutral colors
- Closed toe shoe and medium heel
- Little or no perfume
- Simple accessories
- Clean nails (neutral color or no nail polish)
- Cover tattoos and remove visible body piercings

## INTERVIEW STRATEGIES AND QUESTIONS

The interview consists of a series of general questions and behavioral questions. Be prepared to discuss: instructional strategies, working collaboratively, assessment methods, student engagement, classroom management and parent interaction.

### General questions

- Tell me about yourself.
- Why did you select a career in education?
- Why are you interested in this position/organization?
- What are your strengths and weaknesses?
- What are your most significant accomplishments?
- Why should I hire you?
- What are your long-term and short-term career goals?
- How has your education prepared you for this position?
- How would you describe yourself?
- What challenges have you overcome?
- What is your ideal work environment?

### Behavioral interview questions

- Describe a successful lesson plan.
- Tell me about a time when you handled unruly behavior.
- Describe a challenging student experience you encountered.
- Tell me when you could not answer a student's question.
- How have you assessed student success?

### Possible questions to ask the interviewer:

- Describe a typical day on the job.
- What type of orientation will be provided for this position?
- What qualities does the ideal candidate possess for this position?
- To whom would I report?
- How do teachers integrate technology into the classroom?

Don't forget to ask the interviewer(s)  
for their businesses card(s)  
before you leave.

### TYPES OF INTERVIEWS

**Telephone Screen:** A human resources representative or recruiter may contact you first and ask you general questions about your interest in the position. The screener is looking for enthusiasm and good communication skills.

**Selection Interview:** This is a face-to-face interview typically with the unit supervisor. You will be asked more specific questions about your skills and education.

**Panel or Team Interview:** You may also meet with other staff members from the unit and/or from various departments so that they may question you at the same time.

**Job Shadow:** Be prepared to conduct a job shadow after the formal interview. Ask appropriate questions and display interest as you are still being evaluated by the staff.

## BEHAVIORAL INTERVIEWING

Interviews are typically looking for the following qualities in an employee:

- Communication Skills
- Honesty and Integrity
- Teamwork
- Interpersonal Skills
- Strong Work Ethic
- Motivation and Initiative
- Flexibility
- Problem-Solving Skills
- Technical Skills
- Organization Skills.

Your interview preparation should include examples from experiences where you demonstrated these qualities. Most interviewers will use behavioral style questions (past behavior is a good predictor of future success) to get these qualities. For example: “By providing examples, convince me that you can adapt to a wide variety of people, situations and environments.” (interpersonal skills).

Your objective should be to clearly communicate how your past experience and knowledge can benefit the organization. You can use specific examples from your academic experience, work experiences and leadership involvement in student or community groups. Can you talk about a time when you defined a problem, how you planned the solution, what obstacles you encountered, and the outcome? Tell what you did specifically. Your answer should contain these parts: Situation, Task, Action, and Result or the STAR method.

### STAR Method

**S:** Describe the situation or problem that you faced that had a positive outcome.

**T:** Describe the task that you needed to accomplish.

**A:** Describe the action that you took.

**R:** Describe the result you achieved.



### Example

Tell me about a time when you showed initiative.

### Response

I have a lot of initiative. For example, I thought it would be beneficial to my residence hall to start a student council to address our concerns. So I recruited interested students and went to the college administration with a proposal. Now we have an active residence hall council which meets monthly with the dean of students and the residence hall staff. This has increased communication and decreased conflicts and misunderstandings between students and college staff.

## JOB SEARCH TIMELINE

### Freshman/Sophomore/Junior Years

- Check with advisor to make sure you are meeting all of your classroom and education requirements.
- Save documents for your teaching portfolio.
- Keep your grades up!
- Begin developing your resume and basic cover letter and have it critiqued by a Career Services Center staff member.

### One Year Prior to Graduation

- If you are applying to out-of-state school systems, contact the appropriate State Departments of Education for more information about testing and licensure requirements at [www.nasdtec.org](http://www.nasdtec.org)
- Identify references and ask them to write letters of recommendation for your teaching portfolio.
- Continue to research potential employers and school districts.
- Network with friends, relatives, faculty and others and inform them about your job search. Keep in touch with your cooperating teacher.
- Research school districts and begin to apply to positions.

### Five Months Prior to Graduation

- Schedule a review of your resume one more time and schedule a mock interview to practice your interviewing skills.
- Prepare to attend the Northeast Ohio Teacher Education Day (NOTED) typically held the last Thursday in March or the first Thursday in April. Check with the Career Services Center for exact date and location or visit: [www.notedjobfair.org](http://www.notedjobfair.org).



- Continue to apply for positions. Conduct job interviews and send a thank you note after every interview.
- Formally accept job offers. Review your teaching contract carefully.

### After Graduation

- If you have not secured a position, continue to apply as school districts will continue to hire through the summer all the way into the beginning of the school year.
- Keep in touch with cooperating teacher, building principal, and faculty.
- Consider career alternatives and use your interests and skills in related careers – consider mentoring or working with children in a non-teaching environment or through sports and recreation.

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## EDUCATION RESOURCES

### American Association for Employment in Education (AAEE)

<http://www.aaee.org>

AAEE is a professional association for school personnel administrators. AAEE serves the staffing needs of education. The website provides various job search resources and publications including a list of job fairs.

### Center for Instructional Development and Research (CDIR)

#### “Developing Your Teaching Portfolio”

<http://depts.washington.edu/cidrweb/Bulletin/TeachingPortfolio.html>

The CDIR website provides teacher candidates with valuable information about developing a professional teaching portfolio. The website has various guides for writing tips, assessments, portfolios, and teaching statements.

### K12Job Spot

<http://k12jobspot.com/>

Search teaching positions across the U.S. Find all AppliTrack jobs in one place.

### Ohio School Boards Association

<http://www.ohioschoolboards.org/ohio-school-districts>

List of all Ohio school district websites.

### Ohio Department of Education

<http://www.ode.state.oh.us>

The Ohio Department of Education website provides information about every Ohio school district including location, contact information, current administrators, enrollment, and number of teachers at each school. Certification and licensure information for Ohio teachers is also available.

### The Praxis Series

<http://www.ets.org/praxis>

The Praxis Series offers the latest Praxis testing information about professional assessments for beginning teachers. The NDC Education department offers free Praxis Review sessions throughout the year.

### Teacher-Teachers: Free Teacher Placement Service

<http://www.teachers-teachers.com>

Teachers-Teachers is a FREE teacher placement service. Look up teaching jobs nationwide at all grade levels and subjects.

**If you need additional help, please contact Sarah Hyde-Pinner at:  
216-373-5290 or [shydepinner@ndc.edu](mailto:shydepinner@ndc.edu).**