

CATAWBA

CAREER SERVICES

RESUMES & COVER LETTERS FOR EDUCATORS



Adapted from information obtained from the National Association of Colleges & Employers
& Washington State University

PURPOSE OF RESUME

The purpose of a resume is to market yourself for the next position you desire. The resume should be short and concise, presenting an employer with information pertinent to the job announcement in a brief, easy-to read format. One page is usually sufficient for new college graduates with limited work histories, but experienced individuals may need two pages.

A variety of formats can be used for resumes. However, in our experience with university students and other job seekers, we have found that the chronological format generally works the most effectively. This approach operates on the assumption that your most recent experience is the most relevant. Consequently, information concerning your education and experience is presented in reverse date order. The information which follows details the elements that are typically included in a chronological resume.

THE BASIC ELEMENTS OF A RESUME

There is no one correct way to write a resume. However, there are some basic elements you need to include in your resume:

Identifying Information--The very first information on your resume should be your name, address and phone number (and/or message phone number, if applicable), including both zip and area codes. You may also include a website address, if you have one. Your main objective is to get employers to remember you, so highlighting your name using bolding, caps or a larger font will make you more visible.

Educational Background & Certification--With emphasis on the highest education level attained, list your college experience including name and location of institutions attended, degrees/certificates earned or to be granted, major, special coursework, and dates of completion. You may also want to list any outside training you have received (such as special workshops or seminars) which is pertinent to your career objectives. For new graduates this section is placed before the experience sections. As more experience is gained the education section may be moved farther down the page. When writing you

Certifications--This is the area separate from and above the Education section. It details the type of certificate

Career Objective or Profile (Optional) - For application to a specific job, an objective is usually not necessary. An objective may be appropriate at a career fair or to designate specific skills/endorsements that you wish to use. It should be a very specific statement about the type of position you are seeking and/or the skills you wish to use. If you plan to explore a variety of different opportunities, you will probably be better off using your cover letter to explain the type of position you are seeking so that you can tailor your statement to the particular organization you are contacting.

Teaching Related Experience--List in reverse chronological order the experiences you have had which directly relate to teaching, working and/or volunteering with children. Include subheadings such as Teacher, Substitute teacher, Student Teacher, Practica, Tutor and Camp Counselor. The experiences most directly relevant to the position for which you are applying should be emphasized. Typically, those would be student teaching and substituting for the entry level teacher and contracted experiences for veteran teachers. In highlighting your experiences, include only the information that would be relevant to the position you seek. Be sure to use language which indicates you are current with curricular, instructional and philosophical trends in your field. At the same time, the resume should not appear verbose or full of clichés. Using brief examples is a way to build a positive image in the mind of the resume reader.

Other Experience--At this point, you will need to make a judgment call on how specifically you will list your current and former employment. For the candidate, Teaching Related Experience is often the strongest statement one can make. However, prospective employers can learn many positive things about a candidate from other employment as well. If you have been in the work force, you have no doubt gained a number of transferable skills which will assist you in the classroom. In addition, your work history before and during college may leave a positive impression of someone who is energetic, ambitious and willing to work hard to reach his/her goals.

This information will be listed as in the previous section with job title, employer, location and dates of employment followed by a brief description using active verbs of relevant skills utilized in performance of the position. It is not necessary to include all of your work experience. Unrelated, extremely dated employment or jobs of brief duration need not be included. Do not discount summer, part-time and volunteer positions, however. It may be appropriate for some candidates to simply list other experiences without bullet point descriptions if most of the relevant experience is teaching related.

Key Qualifications or Highlights of Qualifications (Optional)--Alternate titles include Skills Summary, Strengths Profile or Summary of Qualifications. The idea here is to highlight your qualifications for the type of position you are seeking. Typically this section is arranged as a list of 6 to 8 bullet points listing skills, areas of expertise and/or personal characteristics, each described in just a few words. Every item included should relate in an obvious way to the job announcement or to the type of position you are seeking. The beauty of this section is that you can draw from the full range of your experiences to date--education, volunteer work, employment, campus activities, etc. Just be sure that the rest of your resume supports the claims you make here. This section may appear before the education section or before the relevant experience section or later in the resume depending on how important the information is (for instance, fluency in a foreign language or training in a highly desired area could be emphasized in this section).

Activities/Honors/Memberships (Optional)--Choose the heading that is most appropriate for your particular background. List academic honors, extracurricular activities and memberships in this section, placing a special emphasis on those things that relate closely to your career goals.

Community Activities (Optional)--Employers like to learn a little bit about the person behind the resume. Information about your hobbies and interests will provide some insight into your character and personality and may include pertinent information that would not appear anywhere else in your resume. Steer clear of information on things like age, marital status, height and weight. Under Affirmative Action/EEO guidelines, employers are not to use this type of information in their hiring procedures. As noted above, if you have gained significant experience from other activities, they may fit better in your earlier "Experience" section than here.

SAYING WHAT YOU MEAN AND MEANING WHAT YOU SAY

Once you know what information should be included in your resume and how to arrange it, you are ready to sit down and put the words on paper that will most effectively communicate to an employer what you have to offer. No small task! As with any piece of writing, you need to be as concise as possible and your choice of words is extremely important.

Pronouns such as "I", "they" and "he" or "she" are never used, and articles are usually dropped (i.e. "a", "an", "the"). This will put the emphasis on your choice of verbs. Choose carefully! Where "attended" sounds weak and somewhat vague, "participated actively" sounds dynamic and results-oriented. Watch your use of adjectives and adverbs as well. "Responded promptly to customer inquiries" sounds better than just "responded." The action verbs and adjectives on the next pages will help you make the most appropriate word selections to put some punch in your resume. A worksheet to assist you in writing excellent experience bullet points is included. While it may feel uncomfortable to brag, this is a time when it's not only okay, but necessary, to toot your own horn, so go for it!

ACTION VERBS

Awarded	Determined	Ensured	Outperformed	Succeeded
Completed	Distinguished	Inspired	Reached	Surpassed
Controlled	Earned	Orchestrated	Showcased	Targeted

ADMINISTRATIVE/MANAGEMENT

Acquired	Consolidated	Evaluated	Maximized	Produced
Administered	Contracted	Exceeded	Minimized	Recommended
Aligned	Controlled	Expanded	Mobilized	Regulated
Analyzed	Coordinated	Headed	Obtained	Scheduled
Assigned	Delegated	Hired	Organized	Streamlined
Attained	Developed	Improved	Oversaw	Strengthened
Chaired	Directed	Increased	Planned	Supervised
Conserved	Eliminated	Managed	Prioritized	Unified

CLERICAL/DETAIL

Achieved	Collected	Gathered	Organized	Screened
Approved	Compiled	Generated	Prepared	Specified
Arranged	Dispatched	Implemented	Processed	Systematized
Catalogued	Documented	Inspected	Purchased	Tabulated
Chartered	Executed	Monitored	Recorded	Tracked
Classified	Formalized	Operated	Retrieved	Validated

COMMUNICATION

Addressed	Conveyed	Enlisted	Motivated	Researched
Arbitrated	Convinced	Formulated	Negotiated	Responded
Arranged	Cooperated	Influenced	Persuaded	Solicited
Authored	Corresponded	Interpreted	Promoted	Spoke
Briefed	Defined	Lectured	Publicized	Summarized
Campaigned	Directed	Lobbied	Reconciled	Translated
Co-authored	Drafted	Mediated	Recruited	Verified
Communicated	Edited	Moderated	Reported	Wrote

CREATIVE

Acted	Designed	Founded	Loaded	Produced
Applied	Developed	Illustrated	Molded	Proposed
Composed	Directed	Incorporated	Originated	Refined
Conceived	Established	Instituted	Perceived	Revamped
Conceptualized	Evaluated	Integrated	Performed	Revitalized
Created	Fashioned	Introduced	Pioneered	Shaped
Cultivated	Formed	Invented	Planned	Spearheaded
Customized	Formulated	Launched	Presented	Transformed

EFFICIENCY/ENHANCEMENT

Accelerated	Centralized	Furthered	Outpaced	Restructured
Advanced	Converted	Gained	Redesigned	Simplified
Amplified	Customized	Lifted	Refocused	Standardized
Boosted	Delivered	Merged	Reorganized	Stimulated
Capitalized	Enhanced	Modified	Replaced	Sustained

FINANCIAL

Allocated	Calculated	Estimated	Navigated	Renegotiated
Appraised	Computed	Forecasted	Partnered	Researched
Audited	Decreased	Forged	Planned	Secured
Balanced	Deducted	Lessened	Projected	Sold
Budgeted	Developed	Marketed	Reduced	Yielded

HELPING

Advocated	Coached	Diagnosed	Familiarized	Rehabilitated
Aided	Consulted	Educated	Fielded	Represented
Assessed	Contributed	Empathized	Fostered	Resolved
Assisted	Counseled	Expedited	Guided	Supported
Clarified	Demonstrated	Facilitated	Referred	United

RESEARCH

Abstracted	Discovered	Identified	Located	Quantified
Clarified	Evaluated	Inspected	Mapped	Reviewed
Collected	Examined	Interpreted	Measured	Summarized
Critiqued	Explored	Interviewed	Organized	Surveyed
Diagnosed	Extracted	Investigated	Qualified	Theorized

TEACHING

Adapted	Consulted	Encouraged	Informed	Presented
Advised	Coordinated	Established	Initiated	Set Goals
Clarified	Defined	Evaluated	Instructed	Stimulated
Coached	Developed	Explained	Lectured	Taught
Collaborated	Educated	Facilitated	Mentored	Trained
Communicated	Enabled	Guided	Persuaded	Updated

TECHNICAL

Adjusted	Coded	Devised	Maintained	Remodeled
Analyzed	Compiled	Drilled	Modeled	Repaired
Assembled	Computed	Engineered	Modified	Solved
Built	Configured	Fabricated	Operated	Tested
Calculated	Debugged	Finished	Overhauled	Trained
Certified	Designed	Inspected	Programmed	Upgraded

ADJECTIVES

Able	Culturally Aware	Fair	Outstanding	Sincere
Active	Dedicated	Firm	Personable	Skillful
Adaptable	Deft	Great	Poised	Smooth
Adept	Dependable	Honest	Positive	Sociable
Admirable	Determined	Independent	Practical	Strong
Amenable	Diligent	Innovative	Pragmatic	Successful
Analytical	Diplomatic	Instrumental	Proactive	Superb
Assertive	Disciplined	Keen	Productive	Superior
Bilingual	Distinguished	Logical	Proficient	Supportive
Brilliant	Effective	Loyal	Prudent	Tactful
Businesslike	Efficient	Mature	Punctual	Talented
Capable	Energetic	Methodical	Receptive	Team-oriented
Clear	Enterprising	Motivated	Reliable	Trustworthy
Committed	Enthusiastic	Notable	Resilient	Upbeat
Competent	Excellent	Objective	Resourceful	Valuable
Confident	Exceptional	Open-minded	Self-reliant	Well-versed
Conscientious	Experienced	Organized	Self-starter	Wise
Creative	Expert	Outgoing	Sensitive	Worthy

Translating Duties to Skills: Worksheet for Educators

Use the "What + formula"

For each job think: **What did you do in this position?**

Then elaborate:

Why was the task important?

What was your impact within the district/organization?

How did you perform your duties?

What skills did you use or develop?

Create bullet points that begin with a **strong verb** and emphasize skills or qualities required in the **next** job you seek!

Examples:

- Helped sixth grade class with physical science becomes:
What + Skills Developed: *Mentored sixth grade students in physical science, demonstrating ability to develop effective learning relationships with multiple age levels*
- Planned and taught small group lessons with ESL students becomes:
What + How and Impact: *Planned and taught small group lessons with ESL students, incorporating cultural knowledge to engage learners*
- Answered phones for busy office becomes:
Importance + What: *Maintained organized and efficient work environment, answering phones for busy office*

Duty: _____

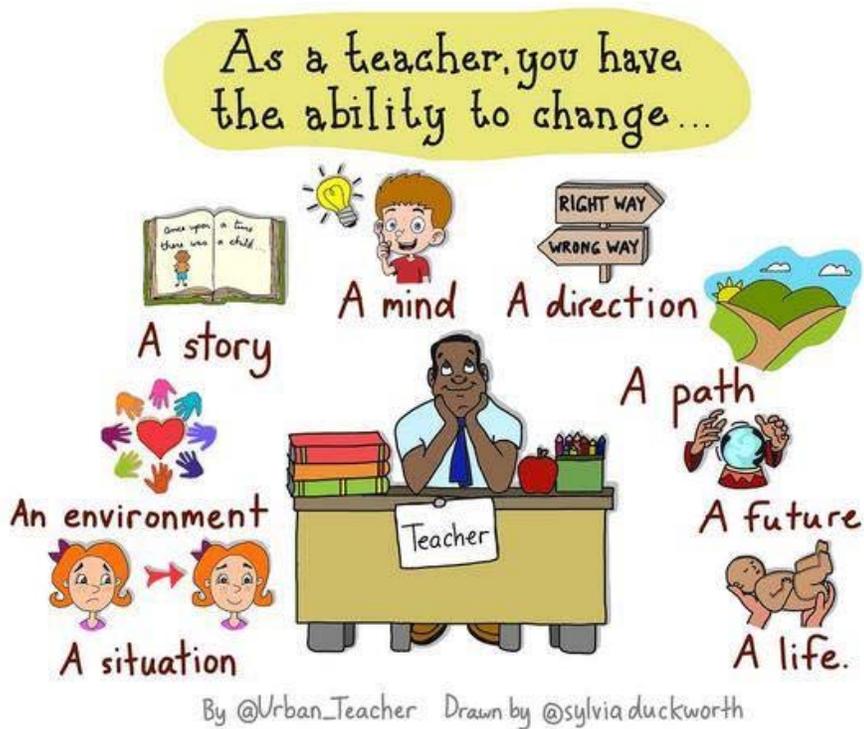
- _____

PUTTING IT ALL TOGETHER

Regardless of which production method you choose, the same basic fundamentals apply:

- Balance the material on the page so that the total effect is pleasing to the eye and easy to read. Leave generous margins (one inch on top and bottom, $\frac{3}{4}$ to one inch on sides) so the page doesn't look crowded and use headings to help organize the information in a meaningful way.
- Be consistent in the type of headings (i.e., emphasize) you use. Don't use caps or bolding in one section and underlining in another.
- Avoid slang, jargon, acronyms and abbreviations (except for states which can be abbreviated using the standard two-letter zip designations like NC for North Carolina)
- Edit your resume several times to improve word choice and eliminate redundancy. A synonym dictionary or thesaurus can help you here.
- Use a dictionary and remember that spell checkers don't always catch every error. Resumes with misspellings and typos are often tossed out, regardless of the candidate's qualifications.
- Proofread, proofread, and proofread! In fact, it's a good idea to have someone else proofread your resume for you because it's often very hard to see your own mistakes.
- Avoid flashy or odd-size paper. Use 8 1/2" x 11" paper. Unusual colors and size may attract negative attention. Also, resumes are often scanned for several people to review. Choose a color that will scan well. Colors other than white, when scanned, are often grayer and harder to read than white.

RESUME EXAMPLES



CINDY A. SAMSON

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EDUCATION

Catawba College

Bachelor of Arts, Middle School Education, May, 2019

Specialization: Social Studies

Relevant Coursework: *Theories of Teaching and Learning, Adolescent Psychology, Cultural Geography, Emerging Western World, and Intro to American Politics, Add additional courses if applying to specialized positions*

RELEVANT TEACHING EXPERIENCE

Cabarrus Country School System, Concord, NC, Spring 2016-Present

Substitute Teacher

- Instruct and facilitate required lesson plans in primary, intermediate, and middle school classes and maintain accurate records of students grades and behaviors
- Teach adeptly in diverse classes with students of differing ability, background and ethnicity

Central County Middle, Salisbury, NC Fall, 2016- Spring 2017

Student Teacher, Social Studies Education

- Planned, scheduled and carried out lesson plans, with each class, and created appropriate assessments to measure effectiveness
- Instructed and communicated with culturally, racially and linguistically diverse students
- Designed lessons and units with objectives aligned to Common Core State Standards
- Adapted lessons and instruction for students with special needs, including student with Down Syndrome; worked with special education teacher to form strategies for individual students
- Created positive behavior management plan actively engaging students to limit behavior issues, using variety of techniques to fit situation and child when challenges arose
- Collaborated with district staff in series of meetings to coordinate educational programs and curricula at multiple schools

RELATED VOLUNTEER EXPERIENCE

- *Tutor, Flying Colors, Salisbury, NC, 2013-2015: weekly tutoring for elementary age child*
- *Special Olympics, Marysville, NC Summer 2014: organized participants, escorting to events*
- *Pool Buddy, Adapted Aquatics, Bellingham, NC, Fall 2013: aided children with array of disabilities*
- *Program Assistant, Boys & Girls Club of Winston Salem, Winston Salem, NC, Summer 2013*

PROFESSIONAL AFFILIATIONS

- *American Alliance for Special Education, 2015-Present*
- *Washington Alliance of Health, Physical Education, Recreation and Dance, 2014-Present*
- *List additional Affiliations or relevant clubs and organizations relevant to your job*

SELINA A. GOMEZ

Salisbury, NC ♦ 360-321-3211 ♦ selinag@gmail.com

CERTIFICATIONS

List any certifications you are working towards, Expected Completion Month, and Year

EDUCATION

Bachelor of Arts, Elementary Education *Minor: Spanish*, Catawba College, May 2019

MULTICULTURAL EXPERIENCE

Fluent Spanish speaker; studied 6 months in Cadiz, Spain: communicate and establish rapport with individuals of diverse ethnic backgrounds with ease

RELEVANT TEACHING EXPERIENCE

Substitute Teacher, *Mt. Baker Middle School, Salisbury, NC, Spring 2018-Present*

- Adapt classroom instruction and assessments by using visual aids and real world examples to optimize student achievement at title 1 school
- Develop lessons and instruct 4th and 5th grade students, based on state of North Carolina Science Learning Standards and grade level expectations
- Establish positive rapport with students, parents and critical family members, using Spanish speaking skills as needed
- Enhance student engagement for learning science through maintaining collaborative learning classroom environment
- Participate actively in staff and weekly professional learning community meetings, collaborating with math teacher to incorporate linked science-math unit
- Observe, plan, teach and assess practice to inform and modify instruction for multi-cultural classes with many levels of ability

Practica, *Wilson Valley Elementary School, Salisbury, NC Fall 2017- Spring 2018*

- Demonstrated ability to build positive relationships with high school students, using developmentally appropriate activities and instructional strategies
- Assisted with interactive computer program to enhance science curriculum utilizing technology competently and comfortably

OTHER EXPERIENCE

Catawba College Study Abroad, *Cultural Emersion Experience, Cadiz Spain, 2017*

- Traveled to Spain for 3 weeks and participated in lectures and discussions on Spanish language and culture.

Laboratory Aide, *Skagit Valley Medical Laboratory, Greensboro, NC, 2015-2016*

- Assisted principal laboratory technician, demonstrating mastery of scientific techniques
- Made all media for growing yeast and bacterial strains, preparing slides for use in testing

Certified Nurse Assistant *Island Hospital, Greensboro, NC, 2014-2015*

- Acquired real life science application by assisting nurses and caring for patients
- Communicated calmly in stressful situations, maintaining positive demeanor and provided solutions

MALIA ANN SIMPSON

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EDUCATION

Catawba College, Salisbury, NC December 2018

Bachelor of Arts, Education

Specialization: Special Education and Elementary Education

CURRICULA & TECHNOLOGY

- Reading-Read Naturally, Reading Mastery, DIBELS, AIMSWEB, and StoryTown
- Math-Investigations, and Read it, Write it, Draw it
- Science-Foss Science Kit
- Technology-Clicker 5 training, IEP Online experience, proficient with document camera, and
- Microsoft Office programs, PowerPoint, Canva, REMIND
- RTI-Training and experience in Response to Intervention

RELEVANT TEACHING EXPERIENCE

Dublin National School 4th Class (ages 9-10), Dublin, Ireland, Spring 2016

Global Student Teaching

- Live Student Teacher, and teach in Ireland through adjusting effectively in distinct cultural environment
- Adapt lessons to provide for individual differences, including four English Language Learners and two students with special needs
- Implement efficient behavior management system, creating positive learning environment
- Plan, create and deliver lessons based on Irish National Curriculum Standards
- Incorporate technology into lessons with Interactive Whiteboard, PowerPoint and Word
- Maintain positive lines of communication with families through weekly "newsletter"

Carl Cozier Elementary, Concord, NC, Winter 2016

Special Education Student Teacher

- Taught enthusiastically in K-6 resource room with both pull-out and push-in programs
- Designed, planned and implemented math, reading, writing and social skills lessons for small groups of varying skill levels based on Common Core State Standards
- Assessed students using Woodcock-Johnson and Brigance Inventory of Early Development
- Collaborated regularly with general education teachers about lesson adaptations and accommodations for students
- Coordinated 13 students' schedules to ensure most participation in general educ. setting possible
- Created individual behavior plans with appropriate rewards and consequences
- Developed, wrote and lead IEP meetings with parents and other professionals
- Participated actively in faculty meetings, child-team meetings and curriculum workshops

OTHER RELATED EXPERIENCE

Nanny, Private Family, Spokane, WA, Summers 2013-2015

- Cared for child with severe disabilities (8-10), creating fun activities to enable involvement

Lifestyle Advisor-Ally Building Network, WWU, Bellingham, WA, 2012-2015

- Organized and facilitated workshops to identify stereotypes of race, gender, religion, and culture
- Developed on-campus activities devoted to community building and embracing diversity

Writing an Effective Cover Letter or Letter of Application

A cover letter is your chance to make a good first impression. Because it accompanies your resume and application to the school district or educational institution, it is often the first opportunity to introduce yourself as well as an indication of your written communication skills.

Having put a lot of hard work into a resume you want to make sure that the prospective employer reads it carefully. A cover letter is a marketing tool that you develop to encourage employers to study your resume and give you serious consideration as a candidate. Together, they should stimulate the employer to want to know more about you through an interview.

Just like the resume, the cover letter should be tailored to the specific position about which you are inquiring or for which you are applying. Never send a form letter. Certainly there will be some common things you mention in each letter, but the wise cover letter writer will personalize it as much as possible.

In general, a professional cover letter is:

- Formal and businesslike
- Neat
- Short (3 or 4 paragraphs on one page)
- Typed or computer generated
- Errorless (spelling, grammar, punctuation)
- Addressed to a specific person, whenever possible

Two basic uses for cover letters:

Letter of Inquiry - when you have an interest in a school district but are not aware whether an opening exists for which you are qualified. Many districts and educational institutions will then note your interest and place your letter (and resume and application) in their systems for future consideration when openings arise.

Letter of Application or Cover Letter- when there is a specific opening for which you are qualified and wish to apply

COVER LETTER CHECKLIST

Five Second Review: Give it the once-over; is your cover letter:

- Free of typos and spelling errors?
- Proofread by someone for grammatical and punctuation errors?
- Typed in the same font and on same color paper as your resume?
- Organized and prioritized?
- Full of action verbs describing experience, skills, and knowledge?
- Specifically addressing the person in charge of hiring for the job, using a colon or comma after the person's name?

5 Minute Review: After further reflection, does your cover letter:

- State specifically the job title for which you are applying?
- State specifically how you found out about the job posting?
- Specifically address qualifications listed in the job announcement or list any qualifications you have if this is a letter of inquiry?
- Emphasize internships, relevant job experience, relevant coursework, or professional society activities?
- Show your enthusiasm in wanting the position for which you are applying?
- Describe your personal attributes that would relate to company culture or how you would fit in the organization?
- Address any names of people who referred you?
- Have the appropriate number of paragraphs (3-5)?
- State interest in scheduling an interview with a company representative?
- Provide your contact information, i.e., phone and email?
- Thank the employer for his/her time and consideration

Cover Letter Sample

Name of Individual Title of Individual Name of Employer
Street Address or PO Box Number
City, State, Zip Code
[1 space]

Dear Mr./Ms./Dr. : [1 space]

Opening Paragraph. Attract attention. Clearly state the reason for writing, naming the position or type of work for which you are applying. Identify how you heard of the opening or how the employer's name was obtained (i.e., the Career Services Center informed me of your opening or Professor Smith in the Education Department at Catawba College recommended that I contact you.)
[1 space]

Second Paragraph. State your reason for writing this particular employer. Specify concrete reasons for the type of work you desire. Highlight: your skills; your goals; and/or how your education, experiences and other qualifications support your capacity to succeed in this job (in this organization.) "Show your Stuff!" Describe what you can do for the employer rather than what the employer can do for you. Significant accomplishments can be noted, but the resume should not be repeated any more than absolutely necessary. Basically, you are emphasizing your key qualifications -- selling yourself -- elaborating on background areas which will attract the employer for the specific career field or job you want.
[1 space]

Closing Paragraph. Restate your interest by indicating your availability for a personal interview. Either suggest a time or state your willingness to come at the convenience of the individual employer. End on a strong note. Indicate your resume is enclosed (and your placement file has been forwarded-if appropriate).
[1 space]

Sincerely yours, [3 spaces] (Signature)

Full Name Typed or use digital signature
[1 space] *Enclosu*

