


2017 Teacher Résumé Guide

Hanover College Career and Professional Development Center



Teacher
Résumé
Guide

by Margaret Krantz

A Tailored Résumé for Teachers

1. Write your immediate job objective at the top of a blank sheet of paper. You can't write an effective résumé without knowing your objective, even if you choose to omit it from your résumé. If you have more than one objective, do this exercise for each.

2. On the left side of the paper, list at least ten specific tasks done regularly on that job. If you need help in identifying appropriate tasks, come to the CPDC for assistance.

3. Beside this column, list each job or activity you have had which required you to perform a task related to the one listed. Draw from anything in your background at this point. Be creative; you can omit things later if they are too far-fetched.

4. Convert this information into the relevant sections of your résumé.

2	1 Elementary Education
Job Requirements	3 My background
Develop lesson plans	St. teach, subst., Girls' Inc.
Adapt technique to range of needs	Student teaching, subst., tutor
Evaluate student performance	Student teaching, Girls' Inc., tutor
Maintain classroom management	Stud. teach., Eng. Pk., subst., Girls' Inc.
Conduct parent teacher conference	Student teaching, Englishton Park
Lead extracurricular activities	ZZZ, Drill Team
Integrate computers into classroom	Student teaching
Work with children with range of abilities	Student teaching, subst.
Monitor security procedures	Baskin-Robbins
Maintain professional development	Workshops, Conference

4 5

TEACHING EXPERIENCE:

Student Teacher, Southwestern Elementary, Fall 2016

- Developed and implemented lesson plans in third grade classroom.
- Created learning environment using thematic unit, Writer's Workshop, math manipulatives, and thematic unit.
- Taught children with learning disabilities and Attention Deficit Disorder.
- Participated in parent-teacher conferences.
- Attended training workshops on classroom management.
- Implemented classroom management techniques resulting in little need for disciplinary action.

Substitute Teacher, Madison Consolidated Schools, 2015 – 2016

- Taught lessons in second, fifth and sixth grade classrooms.
- Followed established classroom management procedures.

Volunteer Teacher, Girls Inc., Summers 2014, 2015

- Selected curriculum and led classes in basic computer skills for girls ages 6 – 13.
- Named Volunteer of the Week twice.

Tutor, Hanover College, 2014 – 2015

- Tutored 2 students in reading and math, evaluated performances, identified and addressed problems areas, interacted with parents.
- Students improved grades from failing to passing by terms' end.

ACTIVITIES:

Intramural Softball, Soccer and Tennis, 2013 – 2016

Education Committee, Zeta Zeta Zeta Sorority, 2016

Captain, Drill Team, Madison High School, 2009 – 2013

CREDENTIALS:

Available from the Hanover College CPDC, 517 Ball Drive, Hanover IN 47243

Putting It All Together

Location, Location, Location!

English is read from left to right, top to bottom, so the left margin and top of each section of your résumé is given more attention by the reader. Take advantage of your résumé's hot spots; at all times, be sure to place the most important section, job, or task first so that it will get the attention it deserves.

Turn your Notes into a Résumé:

- Use the exercise on the inside cover to learn exactly what an employer in your field is seeking and to identify your own related skills and experience.
- Select the verbs (on the next page) that you wish to include in your résumé.
- Begin to draft your résumé. While they are not required, if you include an objective, make sure that it is clear and focused. Next, list your greatest asset (for college students, it is your education), followed by your next greatest strength. If you have strong, related experience, list it, starting with the most recent job you've had that you included in part 3 of the Tailoring your Résumé worksheet on the inside cover. If your experience is weaker, start with a list of your skills.
- Add other sections in order of their relevance to your goal. Possible sections include other work experience, laboratory or volunteer experience, leadership activities, computer skills, research, honors and awards, etc.
- Be consistent: if you list your job title, employer's name, and employment date, in that order, for one job, do so for all.



Include:

- Keywords that relate to teaching
- Phone numbers for home and school (be sure that your voice mail message is clear and won't embarrass you)
- Unusual activities you've done, especially off-campus study, travel, Richter grants, independent study, volunteering
- Special skills including computer abilities, foreign language skills, and extracurricular background
- Grade point average if it is over 3.0. If it falls below that mark, calculate your major GPA and include it if it is above 3.0.

Appearance Matters:

- Use a clear, legible font (e.g. Arial, Calibri, or Times New Roman). Avoid fonts that are difficult to read.
- Use 11 or 12 point font size for the entire text except your name, which can be emphasized through 16 or 18 point lettering.
- Use bold, italics or uppercase for emphasis but avoid underlining, which is difficult to skim.
- Create bullets using the tips on the back page of this guide. Leave one space after each bullet, then begin the first word with a capital letter.
- Add one space before and after every dash that stands for a work like "through" or "to" as in 2013 – Present. (Do not do this in other cases as in phone numbers or in hyphenated words like "entry-level".) Make sure all your hyphens match each other. When you type "2013 – Present" with the spaces around the hyphen to begin with, Word converts it to an en-dash (wider and thinner). If you forget the spaces at first and add them later, it will stay a normal hyphen: "2013 - Present."
- Print each copy out individually on a laser printer on good quality paper of a conservative color (white or ivory).
- When emailing it, include your name in your document title: "M Jones Resume.docx."



Omit:

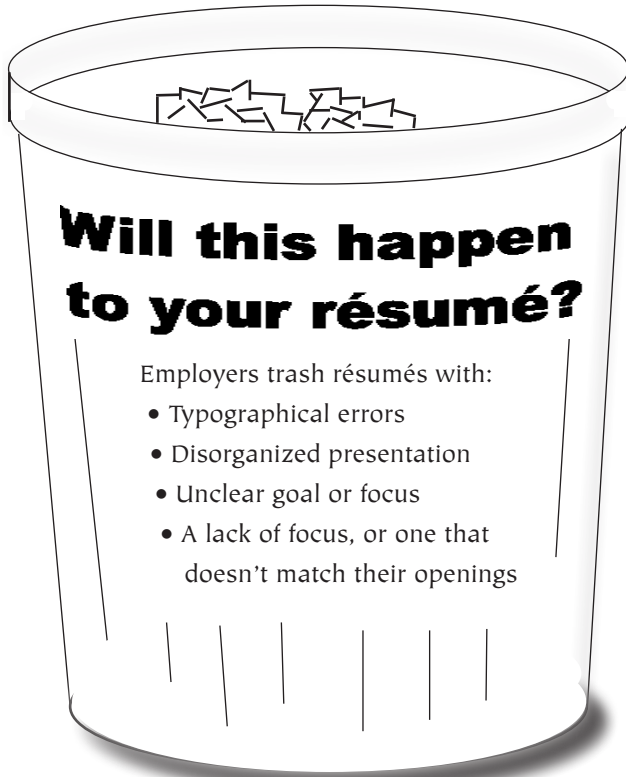
- Pronouns, articles, and subjective adjectives (e.g. "warm" atmosphere)
- Information that is not related to your goal (see exercise on inside cover).
- Personal information such as height, weight, health, marital status, and social security number.
- Specific references to political parties unless applying to work for that party. Limit references to religious or greek organizations unless you are applying to work specifically for them.

Personalize This List!

Using 2 different colored pens, highlight:

- Verbs describing your own work experience, and
- Verbs required by your career goal.

Then use the verbs that overlap on your résumé!



Keywords for Teachers

Teach, instruct, advise, feedback, motivate, enthusiastic, tutor, adapt, evaluate, inclusion, guide, stimulate, motivate, audiovisual, megaskills, rubrics, dependable, whole language, life-long learner, self-evaluation, positive classroom management, write lesson plan, integrate computers into curriculum, lead parent-teacher conference, coordinate field trips, prepares course objectives, faculty meetings, sponsors extracurricular activities, athletics, coaching, transitions, socio-economic groups, cultural diversity, ADD, ADHD, MIMH, LD, develop thematic units, CORE, trade books, text books, resource materials, academic honors, demonstrate competency, portfolios, develop long-range goals, assessment strategies, adapt to appropriate instructional level, create displays, critical thinking, participate in community events, after-school program, camp counselor, student assistance, staff development, school council, role play, cooperative groups, integrated classrooms, team-teach.

Great Verbs for Résumés

Accomplished	Edited	Performed
Acquired	Educated	Persuaded
Adapted	Enabled	Planned
Addressed	Established	Prepared
Administered	Evaluated	Presented
Advertised	Examined	Processed
Advised	Exceeded	Produced
Allocated	Expedited	Programmed
Analyzed	Explained	Projected
Answered	Extracted	Promoted
Appraised	Facilitated	Proposed
Approved	Financed	Protected
Arbitrated	Formulated	Provided
Arranged	Founded	Publicized
Assessed	Generated	Published
Assigned	Guided	Purchased
Authored	Handled	Recommended
Boosted	Identified	Reconstructed
Briefed	Illustrated	Recruited
Built	Implemented	Referred
Certified	Improved	Released
Chaired	Increased	Reported
Chartered	Influenced	Represented
Clarified	Informed	Researched
Coached	Initiated	Reviewed
Collaborated	Inspected	Revised
Collected	Instituted	Revitalized
Communicated	Instructed	Scheduled
Compiled	Integrated	Screened
Composed	Interpreted	Secured
Conducted	Interviewed	Selected
Configured	Introduced	Set up
Consulted	Invented	Solved
Contracted	Investigated	Solicited
Convinced	Launched	Spoke
Cooperated	Lectured	Stimulated
Coordinated	Led	Strengthened
Corresponded	Listened	Succeeded
Counseled	Maintained	Summarized
Created	Managed	Supervised
Critiqued	Mediated	Surveyed
Delegated	Mentored	Synthesized
Delivered	Moderated	Systematized
Demonstrated	Monitored	Taught
Designed	Motivated	Tested
Determined	Negotiated	Trained
Developed	Notified	Translated
Devised	Operated	Tutored
Directed	Organized	Updated
Discovered	Originated	Upgraded
Documented	Oversaw	Verified
Drafted	Participated	Wrote

Résumé Formatting Tricks

The résumé on pages 8 - 9, is filled with devices to draw the attention of the reader, as is illustrated below. Incorporate these techniques into your résumé to ensure it has the impact you desire.

The Hot Zone

We read English from top to bottom and from left to right. Therefore, to emphasize key ideas, place them near the top left, as in the example to the right.

In your lists of tasks (not jobs), always begin and end with the two most related to your goal, as readers are more likely to notice and remember the first and last listed items. If your reader is only skimming, you will still make your point effectively.

Profile	<ul style="list-style-type: none">• Skilled in using Adobe InDesign, QuarkXpress and Microsoft• Experienced in preparing, rewriting and editing copy• Have written over 75 research papers at least 500 word length• Familiar with <i>Chicago Manual of Style</i>
Education	Bachelor of Arts Hanover College, expected graduation date: May 2017 Major: English, Minor: History Senior Thesis: "The Rabbit's Hole," revisited: Lewis Carroll's
Related Experience	Intern, Louisville Courier-Journal , Summer 2016 <ul style="list-style-type: none">• Wrote copy for sales materials, newspaper promotional• Proofread and edited copy (Adobe InDesign);• Developed newsletter topics News Editor, The Hanover News Triangle , 2014 – 2015 <ul style="list-style-type: none">• Assigned stories to reporters• Wrote copy on QuarkXpress• Oversaw layout and editing news section• Developed story ideas Writing Center Tutor, Hanover College , 2015 – 2016 <ul style="list-style-type: none">• Edited student papers• Ensured grammatical and syntactical correctness

Student Teacher, Lydia Middleton Elementary School, Fall 2016

- Adapted teaching techniques to work with range of abilities in
- Developed and taught thematic unit on *Sounder*
- Led children in Writer's Workshop activities, published projects
- Participated in Parent-Teacher conferences
- Evaluated students' performances using variety of methods;
- Worked with children diagnosed as having Attention Deficit

Practicum Teacher, Southwestern Elementary School, Fall 2015

- Taught math, science and language arts lessons to second graders
- Developed and led a science unit about photosynthesis

Visual Accents

Visual accents are like seasoning in a bland dish: they add appeal, but only if used with restraint and balance. Draw attention to key points through use of:

- bullets,
- boldface type, and
- uncommon punctuation (quotation marks, etc).

Break up text blocks with white space and bold type.

Note: See the back cover for tips on making bullets that don't include problematic formatting.

Length

The more space you spend describing an activity, the more you ensure that the reader will notice it and the more important the activity will seem. Be sure only to describe those things readers need to know to decide to hire you for their position.

Intern, E.O. Muncie Elementary School, November – December 2015

- Used the Stevenson Method of reading to tutor LD and ADD children

Teacher-Therapist, Englishton Park Children's Program, Summer 2014,

- Taught geography and crafts classes to ADD and ADHD children
- Counseled emotionally handicapped at-risk children

Student Teacher, Lydia Middleton Elementary School, Fall 2016

- Adapted teaching techniques to work with range of abilities in
- Developed and taught thematic unit on *Sounder*
- Led children in Writer's Workshop activities, published projects
- Participated in Parent-Teacher conferences
- Evaluated students' performances using variety of methods;

Practicum Teacher, Southwestern Elementary School, Fall 2015

- Taught math, science and language arts lessons to second graders
- Developed and led a science unit about photosynthesis

Repetition

Like a hammer pounding a nail, repetition drives your point home. Be sure to restate your strengths in varying ways whenever possible, while avoiding repetition of things not related to the position. Bear in mind that referring to any skill twice emphasizes it; adding a third mention of it makes it a focal point.

Practicum Teacher, E.O. Muncie Elementary School, Spring 2016

Intern, E.O. Muncie Elementary School, November – December 2015

Teacher-Therapist, Englishton Park Children's Program, Summer 2014

Tutor, Hanover College, 2015–2016

Consistency

Choose a style and stick with it. Your heading for each job should give the same information in the same order with the same punctuation in each case. Watch details such as matching dashes, consistent use of commas to separate information, and final periods.

Résumé Quality Control

General Comments

- Check to see if your résumé is clear and well organized, and tailored to teaching.
- Proofread your résumé carefully before you send it out: read the entire document out loud to find typos, verb tense disagreements, incorrect dates or phone numbers, duplicate words, awkward phrasing and missing information.

Content

- Be sure to state your career objective clearly at the top.
- All content should relate to your goal (remember, it's either evidence in support of your goal or evidence against it).
- Be parallel in structure, and be sure each bullet begins with a verb.
- Use strong, active verbs. "Assist", "help" and "aid" are not descriptive; "attend" and "observe" are passive.
- Try to keep your descriptions worded in a way that sounds true both of what you have done and what you will do.
- List your tasks in order of impressiveness to a future employer in the education industry.
- Vary descriptions if you've done the same task in more than one job so that your résumé isn't boring.
- Put jobs you are currently doing in present tense and those you have completed in past tense. (Never mention anything you plan to do but have not yet begun.)
- Omit GPAs if they fall below 3.0.

Format

- All résumés should completely fill the first page. Don't run out of things to say (consider "related course work", "other experience", or "skills" sections to add length if necessary). Beyond that, the appropriate length for your résumé depends both on your audience and on the depth of your related experience. The basic rule of thumb: the more applicants there are for a particular job, the less patient an employer is with long résumés.
- "Filling the page" means horizontal space as well as vertical. Combine bullets, if related, using a semicolon.
- Add one space after each bullet (if you are not using the insert bullet option in MS Word for Windows). To increase readability, you can add one space before and after each dash that stands for a word like "through" or "to" as in 2014 – Present. (Do NOT do this in other cases, as in phone numbers or in hyphenated words like "entry-level".)
- For help with making bullets without inserting MS formatting, refer to "How to type bullets Anywhere in MS Word," on the back page of the Teacher Résumé Guide.
- Don't skip a line of qualification space if you use a stacked heading; instead, let the first line of the heading fall opposite the first related position (see pages 8 - 9 for examples).
- Use reverse chronological order when listing experience.
- Tab to the second margin; don't use the space key.
- Verify your addresses and phone numbers. Include a cell phone until you graduate (and make sure you have a professional sounding answering machine message before you give your résumé to a potential employer!)
- Make sure your hyphens match each other. When you type "2014 – Present" with the spaces around the hyphen to begin with, Word converts it to an en-dash (wider and thinner). If you forget the spaces at first and add them later, it will stay a normal hyphen: "2014 - Present".
- Avoid unexplained abbreviations.
- 10-point fonts are hard for old eyes to read.

One Page or Two?

School officials typically request that résumés be limited to one page because they have limited storage space. However, anecdotal evidence strongly suggests that they are more likely to invite you to an interview if you expand your résumé to two qualification-packed pages.

Bear in mind that if employers are too busy to read both pages, they may read the first page only. To be safe, be sure that your best assets are clearly stated there. If the hot zone is the left and top of page one, and the cold zone the right and bottom of that page, the second page is the arctic circle, meant for background or older information that is still important for them to know.

Frederick W. Rogers

101 East Sesame Street
Nayber, PA 23056
rogersf17@hanover.edu
Home (543) 223-5678 Cell (812) 701-8888

- Objective:** To become a teacher and active faculty member at the elementary level.
- Education:** **Bachelor of Arts**, Hanover College, Graduation: May 2017
Major: Elementary Education, Completed Indiana CORE Assessments
Will be certified to teacher grades K – 6
Grade Point Average: 3.15/4.0
Twelve hours of Special Education credit
Botswana, Africa - Richter Independent Research Grant, Spring 2016
Taught “Life in America” course to elementary-aged children for four weeks
Workshops: Project Wild, Literacy Collaborative
- Related Experience:** **Student Teacher**, Lydia Middleton Elementary School, Fall 2016
- Adapted teaching techniques to work with range of abilities in fourth grade classroom
 - Developed and taught thematic unit on *Sounder*
 - Led children in Writer’s Workshop activities, published projects on computer
 - Participated in parent-teacher conferences
 - Evaluated students’ performances using variety of methods; developed grading rubrics; ran pre-test/ post-test projects; prepared self-evaluations
 - Worked with children diagnosed as having Attention Deficit Hyperactivity Disorder and Learning Disabilities
- Practicum Teacher**, Southwestern Elementary School, Fall 2015
- Taught math, science and language arts lessons to second graders
 - Developed and led a science unit about photosynthesis
 - Team-taught with another education student
- Special Education Experience:** **Special Education Practicum Teacher**, E.O. Muncie Elementary School, Spring 2016
- Worked with third grade students individually and in groups, keeping them on task
 - Planned and led language arts lessons
 - Led students in cooperative group activities
 - Participated in IEP meetings with parents and lead teacher
- Intern**, E.O. Muncie Elementary School, November – December 2015
- Used the Stevenson Method of reading to tutor LD and ADD children
- Teacher-Therapist**, Englishton Park Children’s Program, Summer 2014, 2015
- Taught geography and crafts classes to ADD and ADHD children
 - Counseled emotionally handicapped at-risk children
 - Individually tutored children in mathematics and language arts
 - Implemented a behavior modification system using a token economy
 - Held case conferences for each child with parents, foster parents, and caseworkers

Frederick W. Rogers

page two

- Other Experience:**
- Teacher,** Lide White Boys and Girls Club, 2015 – 2016
- Taught children aged 8 – 13 basic computer skills for thirteen weeks
 - Developed activities to demonstrate computer programs
- Tutor,** Hanover College, 2014 – 2015
- Tutored a Learning Disabled sixth grade student in full elementary curriculum
 - Identified and discussed academic difficulties with primary school teacher
- Day Camp Counselor,** Eagle Peak Camp, Summer 2014
- Planned and prepared range of activities for groups of children
 - Supervised children during play
 - Interacted with parents frequently
- Nursery Supervisor,** Fit as a Fiddle Fitness Center, Summer 2013
- Planned athletic games for children of all ages
- General Skills:**
- | | |
|----------------------|----------------------------------|
| Bloom's Taxonomy | Gardner's Multiple Intelligences |
| C.L.A.S.S. Project | Inquiry-based Science |
| Megaskills | Computer Integration |
| Writer's Workshop | Thematic Units |
| Classroom Management | |
- Computer Skills:**
- Microsoft Office (Word, Excel, PowerPoint, Access)
ClarisWorks, The Writing Center
- Extracurricular Activities:**
- Hanover College***
- Captain, Varsity Men's Soccer
Love is Needed by Kids (LINK) Big Brother Big Sister program
Intramural volleyball, softball, and soccer
College Mentors for Kids
Emerging Leaders Program
Student Programming Board
Student Orientation Leader
- Revere High School***
- | | |
|--------------------------------|-----------------|
| National Honor Society | Speech Team |
| Math and Science Tutor | Spanish Club |
| Marching Band | Student Council |
| Reporter, <i>Revere's Call</i> | Academic Bowl |
- Credentials:**
- Available from the Career and Professional Development Center,
Hanover College, 517 Ball Drive, Hanover, IN 47243, (812) 866 -7127

Amelia Q. Bedelia

Permanent Address:
1403 West Main Street
Concreteville, IN 40009
bedeliaa17@hanover.edu

Hanover Address:
Unit 2015, Hanover College
Hanover, IN 47243
Cell: (812) 701-8888

Objective: To obtain a secondary teaching position in English. Interested in coaching basketball, volleyball or tennis.

Education: *Bachelor of Arts*, Hanover College, May 2017
Major: English; Emphases: Spanish, Art
Cumulative Grade Point Average: 3.37
Senior Thesis: "Teaching Hamlet in a Small-Town High School"
Study Abroad: Stratford-Upon-Avon, England

Teaching Experience: *Student Teacher*, Madison Consolidated High School, Fall 2016

- Developed and implemented daily lesson plans in English department
- Managed classroom including students with Attention Deficit Hyperactivity Disorder
- Developed units to teach grammar, poetry, short stories, and drama
- Initiated a journal writing program; participated in a team-taught class
- Attended ISTA Convention, Indianapolis, October 2016
- Actively participated in parent-teacher conferences
- Prepared students for Academic Superbowl

Substitute Teacher, Lawrence Township, 2014 - 2016

- Maintained classroom management; carried out lesson plans

Volunteer Teacher, Girls, Inc., 2014 - 2015

- Developed and taught creative writing course
- Instructed class promoting literacy in lower socioeconomic group

Coaching Experience: *Summer Camp Student Coach*, Basketball, Volleyball, Tennis, 2013 - 2015

- Trained middle and high school students in basic drills
- Refined fundamental skills of students

Other Experience: *English Department Assistant*, Hanover College, 2014 - Present

- Compiled list of library resources applicable for introductory-level student use
- Worked with MS Excel and Word

Honors and Activities: Dean's List (3 terms)

Varsity Volleyball and Tennis 2013 - 2015

Intramural Basketball and Volleyball (2 years)

Varsity Basketball 2013 - Present

Activities Chair, Chi Omega (2 years)

Academic Superbowl (3 years)

Credentials: Hanover College Career and Professional Development Center, 517 Ball Drive,
Hanover College, Hanover, IN 47243 (812) 866- 7127

Catch the Superintendent's Eye

In order to compete successfully in a tight market, it is important to take full advantage of the skills you bring to a job. Here are some of the things schools may value in new teachers' résumés:

Sports – Sports are a particularly highly sought activity in many school systems. Even if you are applying for elementary positions, you may be hired to coach sports at the middle school or junior high school level. New teachers are generally hired as assistant coaches, and are paid additional salary.

Computers – Competence in integrating technology into the classroom is essential to a new teacher's qualifications. If possible, give your computer skills their own section. In any case, mention several times in your résumé the specific ways that you have used computers while teaching.

Extracurriculars – List any and all extracurricular activities you have participated in (including during high school) that you are willing to lead now. Sometimes a chance mention of an activity you did years ago can give you the edge you need in the job search.

Special Education – If you have worked with diverse learners of any type, be sure to mention it. If relevant, cluster all this information into its own section, referring specifically to the diagnoses you worked.

Don't forget to include:

Certification – Before you graduate, include your degree and its date, your major, and that you have completed the Indiana CORE Assessments when applicable. After you become certified, drop that information and instead give your certification areas (or license when you earn it).

Versatility – Mention a broad range of skills so that you will fit more openings. For example, if you mention teaching a particular grade level, it is important to balance that information with references to the other grades you have taught.

Experience – Strongly consider mentioning any time you taught any age group (child or adult). Don't limit your experience to that gained in a classroom.

Type Bullets Anywhere!

In general, you are better off not using your word processor's bulleted lists option when writing your résumé, as the software will insert unwanted formatting along with the bullets. Instead, use your keyboard shortcut to type bullets anywhere, as below:

Experience: • Tutor college students
in calculus and statistics

Mac Users: Type Option + 8.

Windows Users: Alt + 0149 or 0183

To indent wrapped text (as above), drag the



lower triangle in the tab bar to the right (as shown to the left here).

After You Graduate, Keep It Up-to-Date

- As you continue along your career path, be sure to add each new job to your résumé. Save your job descriptions to help with wording.
- Drop specific references to old college activities as you replace them with leadership experience within your job and volunteerism in the community.
- After you get your first job, remove your grade point average and specific scholarships, but continue to provide more summary statements, such as "Bachelor of Arts Cum Laude". Be sure to update your credential file at the CPDC periodically, too!



Additional CPDC Resources

Purchased for Teacher Candidates

Annual Job Search Handbook for Educators

CPDC Guides for Teacher Candidates

Career and Professional Development Center Services for Teachers

Teacher Interview Guide

Cover Letter Guide

The Professional Portfolio

The Art of Interviewing

Teacher Résumé Guide

Additional CPDC Guides

Developing your Professional Competencies

Dining with Style

Evaluating your Professional Competencies

Finding Jobs at a Distance

Graduate School Guide

How to Handle References

Informational Interviews

Job Search Guide

Liberal Arts Skills at Work

The Person Behind the Numbers: Writing your AMCAS Personal Statement

Résumé Guide

Work-Family Balance

Career and Professional Development Center Website:

<http://careercenter.hanover.edu>