



# **Job Seeker's Guide for Educators**

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**Kent State University • Career Services Center**

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# Experience Job & Internship Board User Agreement and Guide

## User Agreement

By registering with the [Experience Job & Internship Board](#), currently enrolled students and alumni (graduates of Kent State University) are agreeing to allow the Career Services Center to release resumes, academic information, and general contact information provided by registrants to approved employers seeking candidates for jobs and internships.

The Career Services Center at Kent State University is responsible for the supervision of the entire student employment program at the University including the development of off-campus employment opportunities for students. The Career Services Center, in its provision of services to students, alumni, and off-campus employers, makes no representations or guarantees regarding the opportunities listed on its web site, and is not responsible for the wages, safety, working conditions or other aspects of off campus employment. It is the responsibility of the students and alumni to take the necessary precautions when interviewing for and accepting part-time, full-time and/or internship positions. In addition, the Career Services Center is not responsible for the content made available through the web links to other web sites. The opinions and views associated with the web sites are not necessarily those of the Career Services Center.

Any student or alumnus signing up for on-campus interviewing through Experience must adhere to the Career Services Center's [Interview Cancellation and No-Show Policy](#). If you do not understand or voluntarily agree to the Experience User Agreement, it is not recommended that you register with Experience at this time.

## User Guide

### 1. Create Your Account

- On the **Experience Job & Internship Board** login page, enter your **FlashLine username and password**
- On the profile page, fill in all required fields (noted with a **red asterisk**)
- Click **Next**
- On the preferences page, fill in all required fields (noted with a **red asterisk**)
- Click **Next**

**Note:** Multiple items in a drop-down list can be selected by holding down the "control" key

### 2. Update Your Profile

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Profile** tab on the navigation bar, select **View/Edit Profile Data**
- Select the desired section: **Personal Info, Academic Info, Career Preferences, or Administration**
- Click the **Edit** link at the top of the section(s) you wish to edit
- Update your profile information
- Click **Save**

**Note:** Current major/degree establishes eligibility to apply for a job; it may be necessary to switch your in-progress and completed degrees to proceed

### 3. Upload A Document

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Documents** tab on the navigation bar, select **Upload a Document**
- Choose the document type on the **Upload a Document** page and click **Next**
- Click **Browse** to select your document
- Choose the correct document, click **Open** and then click **Upload**

**Note:** The first **resume** you upload becomes your primary resume

**Note:** There are directions on the **your resume** page if you wish to change your primary resume

**Note:** Multiple documents as well as **VERSIONS** may be uploaded (resume, cover letter, sample work, etc.)

### 4. Delete A Document

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Documents** tab on the navigation bar, select the desired category: **your resumes, your cover letters** etc.
- Under **Options** (right side), click **Delete** next to the document to be deleted
- Click **Delete** to confirm

**Note:** The deletion of a resume will also remove it from any resume books it is published in

**Note:** If you only have one resume currently uploaded, **you are required to upload a newer version before deletion**

## 5. Publish A Resume To A Resume Book

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
  - Under the **Documents** tab on the navigation bar, select **Publish a Resume**
  - View the Resume Books in the **Additional Resume Books** section
  - Choose your Resume from the **Publish Resume** dropdown that corresponds with the resume book you want to publish to
  - Click **Save**
- Note:** Your uploaded resume will not be viewable by employers until you publish it to the appropriate resume book
- Note:** If you **update your resume** on your profile, also republish it to any resume books you originally published it to

## 6. Search For Student Jobs (Non-Degreed) Or Graduate Assistantships

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
  - Under the **One-Click Searches**, select **one of the following options**:
    1. **Off-Campus Student Jobs**
    2. **On-Campus Student Jobs & Graduate Assistantships**
  - After selecting one of the options, you will see a list of positions
  - Click on the **Job Title** to view details about the position and how to apply
- Note:** **Graduate Assistantships** are identified by “**GA – Department Name**” in the **job title**
- Note:** Click on the **Organization Name** to view details about the Organization

## 7. Search For Professional Jobs (Degreed) & Internships

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
  - Under the **Jobs & Internships** tab on the navigation bar, select **Job/Internship Search**
  - Use the **Basic Search** to search by **Keywords**, **Job Function** and/or **Location**, or select one of the other searches in the **More Searches** section
  - To narrow your search parameters, use quotes when typing keywords
  - After selecting your job search criteria, click **Search**
  - Use the box to the left to further **Refine** your search results
  - Click on the **Job Title** to view the details of the job
  - For other quick and easy job searches, use the **One-Click Searches** on the **Job Search** page
- Note:** This database displays local, national and international job postings, so refine search results when necessary

## 8. Search For Employers

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Employers** tab on the navigation bar, select **employers search**
- Search alphabetically by selecting the first letter of the employer name
- Search for a specific employer by typing the name of employer in the **Employer Name** field
- Search for an employer by industry by selecting one industry or multiple industries in the **Industry** field
- Search using specific keywords
- Click **Search**
- Click on the **Employer** name to view the Employer profile

## 9. Create And Use Job Searches (Includes Receiving Email Job Announcements)

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Jobs & Internships** tab on the navigation bar, select **Job/Internship Search**
- Use the **Basic Search** to search by **Keyword**, **Job Function** and/or **Location**, or use one of the other searches in the **More Searches** section.
- After selecting your job search criteria, click **Search**
- In the top left hand corner, select **Save Your Search**
- Name the search in the **Saved Search Name** field
- Choose whether to receive email notifications of job matches
- Select the job source from the **Show Me Jobs...** section
- Click **Save**

#### 10. Apply for a Job or Graduate Assistantship (Pre-Select For an Interview)

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Search for Jobs (See the applicable **Search for Jobs** section on previous page)
- Select a **Job Title** from **Search Results** pages to open the Job Details
- Locate **How to Apply** section at the bottom of the Job Details page
- Click **Apply** and follow appropriate application instructions for each job
- Select a **Resume, Cover Letter, or Other Document** that meets the requirements
- Click **Submit**

#### 11. Sign Up For An On-Campus Interview (After You Have Pre-Selected & Been Accepted For The Job)

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Applications** tab on the navigation bar, select **Your Active Applications**
- The status of your active applications is displayed in the **Employer Decision** column
- If an employer has **Accepted** your application and the interview sign-up date has arrived, you may sign up for an interview slot
- Click on **Details...**
- Under **Employer Decision** on the **Application Details** page, click on **Sign up for Interview**
- On the Interview Sign Up Page, find the schedule date you would like to sign up for and select the **Time** radio button associated with the time slot you desire
- Click **Save** and your slot will be reserved

#### 12. Withdraw Your Application From A Job Posting

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Applications** tab on the navigation bar, select **Your Active Applications**
- You will see a list of all jobs you have applied to
- Select the desired application and click **Details**
- Click **Withdraw** along the bottom left side of the page
- Confirm you really want to withdraw by clicking **Withdraw**

#### 13. Create A Favorite Jobs Folder

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Search for Jobs (see **Searching for Jobs** section on previous page)
- The **Search Results** page displays all relevant positions
- Select the checkbox to the left of the jobs you would like to save to a folder
- Locate the **Choose an Option** drop down box just above the results box, click **Save Jobs As Favorites**, and click **Go**
- Choose **Create A New Folder** from the drop down box or select an existing folder
- Click **Go**
- Enter a name for the new **Folder**
- Click **Save**

#### 14. Search For A Career Services Or Employer Event

- Log into your **Experience Job & Internship Board** account with your **FlashLine username and password**
- Under the **Calendar** tab on the navigation bar, select **Career Services Calendar** to browse all events
- To find events on a specific day, use the **Monthly Overview** and click on the desired numeric day link
- To search for a specific event by event type or employer name, select **Event Search** under the **Calendar** tab on the navigation bar
- Search using the **By Event Type** drop down box to search for a specific type of event
- Search **By Employer Name** to search for events hosted by a specific employer
- From any calendar search results, click on the **Event Name** for more event details

If you haven't found the answer to your question(s) through this Experience Job & Internship Board Student/Alumni Agreement and User Guide, please feel free to contact Career Services at 330-672-2360 or [career@kent.edu](mailto:career@kent.edu). Drop-in counseling (first-come, first-serve ten minute session) is available M-F 11:00 am to 12:30 pm and 2:00 to 4:00 pm.

## On-Campus Interview Cancellation & No Show Policy

On-Campus interviewing is taken very seriously by Kent State University and the Career Services Center. Signing up for an on-campus interview is a commitment that is expected to be upheld.

Interview appointments should be cancelled through the Experience Job & Internship Board whenever possible. However, the interview schedules are typically frozen 48 hours or more prior to the scheduled interview date. Once the scheduled interview is closed or frozen on our job board, cancellations must be made immediately by contacting the Career Services Center by phone at 330-672-2360. When canceling an interview, you must provide your name, which organization your interview is scheduled with, and the date and time of your interview.

Due to the professional nature of on-campus interviews, the following policy will be enforced when a candidate cancels an interview after the schedule has been frozen, or fails to show up for a previously scheduled interview or mock interview

### First Occurrence:

A letter of apology/explanation must be written to the organization's recruiter within 48 business hours of the scheduled interview. The letter must be promptly received by the Career Services Center so that we may forward the apology to the recruiter. **Participation in on-campus interviewing will be suspended until the letter is received by the Career Services Center.**

### Second Occurrence:

A letter of apology/explanation must be written to the organization's recruiter within 48 business hours of the scheduled interview. The letter must be promptly received by the Career Services Center so that we may forward the apology to the recruiter. **With the occurrence of a second cancellation or no-show, access to Experience will be suspended for the remainder of the semester, or a minimum of 30 calendar days.**

### Cancellation of Classes:

If classes are cancelled due to inclement weather, unless the university is closed, the Career Services Center will be open for business. If an organization has a day of scheduled interviews, unless we notify you personally by email or telephone, you can assume that your interviews will go on as scheduled.

If there is a scheduled career event in the KSC Ballroom, please check the [university's advisory alert web page](#) regarding the status of on-campus events.

### University Closure:

If the university is closed due to inclement weather, both on-campus interviews and any scheduled career events will be cancelled. Check the [university's advisory alert web page](#) for campus updates.

*The Career Services Center reserves the right to modify the terms and enforcement of this policy at any time.*

# RESUME WRITING

## *The Basics*

Use this checklist to make sure you've covered the basics for developing your resume. Remember, a resume is a marketing tool and often the most critical item in determining whether or not you will obtain an interview. Keep in mind that certain career fields will dictate resume design options...and you may need several versions of your resume if you are looking for different types of jobs!

### Appearance/Format

- \_\_\_ Do NOT use a resume template which can create future editing challenges.
- \_\_\_ Use **appropriate format** (chronological, functional, combination) to illustrate skills and experience.
- \_\_\_ Use  $\frac{3}{4}$  - one inch margins on all sides.
- \_\_\_ Utilize bold, italics, capitalization, and spacing to produce a **visually attractive, easy to read** document.
- \_\_\_ **Font style/size** are appropriate, consistent, and easy to read (11–12 point font for body text, larger font size for name/headers).
- \_\_\_ Sections are arranged so that the **most important information is listed first** (top to bottom, left to right).
- \_\_\_ Length of resume is appropriate depending on experience and major (**two pages typical** for ed graduates).
- \_\_\_ More than one page resume is **not stapled** and your name and page number are on additional pages.
- \_\_\_ Print resume on good quality (bond) paper; white or buff shade is suggested.
- \_\_\_ Have your resume **proofed** by one or two people who have expertise in writing resumes or in your career field (i.e. a Career Services staff member, professional in field, etc.).

### Key Words

- \_\_\_ Use **keywords related to your career field** when possible. Keywords are nouns and phrases that highlight your distinctive technical and professional areas of expertise and should include industry-related jargon. Keywords are the basis of most electronic resume search and retrieval processes that may be utilized by employers to screen resumes.
- \_\_\_ Identify keywords by perusing ads and job descriptions to identify patterns of words employers use frequently. Often the first keywords mentioned are likely the most important.

### Grammar/Spelling

- \_\_\_ Resume contains NO typos or misspellings. **Proofread** carefully and don't rely solely on spell check!
- \_\_\_ Overall structure is **clear and organized**.
- \_\_\_ **Avoid personal pronouns** such as "I" and "My", abbreviations, and complete sentences.
- \_\_\_ Utilize capitalization and punctuation consistently.

### Heading/Contact Information

- \_\_\_ Your **name is in the largest font** size (up to 16 point) on your resume and located at the top.
- \_\_\_ **Mailing address** and **phone number** are current (with a professional message on your answering machine/and or voice mail).
- \_\_\_ Only one, professional **email address** is provided. Your kent.edu email is recommended (remember, you can forward your kent.edu email to another email address you may utilize).
- \_\_\_ Include URL of your web site (if you have one and content is appropriate for employer viewing).

### Objective or Summary

An **objective** describes your career goals and tells the employer what you want to do. A **summary** is typically used by someone with several years of experience and contains three to five sentences **highlighting areas of expertise, examples of leadership, or personal strengths – the VALUE you offer to the employer.**

- \_\_\_ Is clear and concise and supported by the rest of your resume.
- \_\_\_ Indicates a realistic and/or proven career plan.
- \_\_\_ Is tailored to the specific job posting.

Your resume should contain **accurate and honest information** and be free of personal data such as age, marital status, height/weight, and photos (unless applying for positions overseas when additional information may be appropriate).

# The Basics of Resume Writing

## Education/Coursework/Certifications/Licenses

- \_\_\_ List current degree/major and any postsecondary degrees obtained in reverse chronological order (most recent first).
- \_\_\_ Degree(s)/Major(s) are named appropriately (i.e. “Bachelor of Science in (your major)”, not “BS”).
- \_\_\_ List only the **month and year** of graduation (do not put “expected” or “projected” graduation).
- \_\_\_ Include overall and major GPA if **3.0 or higher**.
- \_\_\_ If you **financed your education**, say so. For example, “Financed 75% of college tuition.”
- \_\_\_ List only significant coursework (no more than six, junior level courses and up) that directly support your career objective.
- \_\_\_ If you have passed Praxis II list this in a prominent location

## Skills

- \_\_\_ Include **computer skills** and name the software programs in which you are proficient.
- \_\_\_ Include **language skills** if applicable (non-native English speaker should not include English since this is assumed).

## Work Experience/Related Work Experience/Related Experience/(Retail, Computer, Counseling, etc) Experience

- \_\_\_ Experience is appropriately separated into Relevant and Additional Experience (see above) sections if applicable.
- \_\_\_ List experience starting with **most recent position first** (reverse chronological order).
- \_\_\_ Emphasize full and part-time jobs, paid or unpaid internships, volunteer work, etc. related to your objective.
- \_\_\_ Include your **job title, organization, location** (city, state only).
- \_\_\_ Include the **month and year** (no abbreviations) of employment, not exact dates.
- \_\_\_ Use **strong action verbs** (supervised, oversaw, designed, etc.) to describe responsibilities and accomplishments (avoid passive phrases such as “responsible for” and “duties included”).
- \_\_\_ If space allows, list job duties with bullets instead of writing in paragraph form.
- \_\_\_ Provide **specific/quantifying information** (numbers, dollars, percentages) when possible.
- \_\_\_ When writing numbers, 10 and over are numerical, nine and under are written out as words.
- \_\_\_ Use appropriate **verb tense**. (Use past tense action verbs to describe all past and present employment experiences.)
- \_\_\_ Emphasize **skills** appropriate to your stated objective.

## Honors/Awards/Activities/Leadership Experience/Volunteer Experience/Community Service

- \_\_\_ Provide names of organizations (professional, community, campus) you’ve been involved with.
- \_\_\_ Indicate positions held and/or recognitions received from organizations.
- \_\_\_ Do not typically include high school activities/awards (unless you are an education major, etc. and content reflects a trend in interests/performance).

## Options for Additional Sections

- Professional Associations
- Course Projects
- Research
- Publications
- Professional Development
- Presentations

For **electronic transmission of your resume**, employers often prefer certain formats. One of the easiest and most reliable methods is to **convert your resume to a PDF** through Adobe Acrobat Writer.

## References

- \_\_\_ Obtain three to five references from individuals familiar with your teaching, leadership, academics, and/or work habits.
- \_\_\_ Include a separate reference page (with references centered on page) or the line “Excellent references (and portfolio) available upon request” at the end of your resume. See next page for more information.

## **ALL ABOUT REFERENCES**

**Poor references can be the root of the problem when job hunters are having no success.**

**Before leaving a position, request reference letters from the following people (listed in priority order):**

1. Past supervisors of any jobs you've held (except family members). i.e. cooperating teacher and supervisor, prior boss in any teaching related fields.
2. High ranking officials in organizations for which you've worked (i.e., Vice-President, School Principal, etc.)
3. Professors who know you well and can speak of your abilities teaching.
4. Those who know you well enough to share about your work skills/habits. (co-workers, advisors for organizations in which you are/were a member, supervisors from volunteer experiences). Many employers do not weigh personal references equally with professional ones so they are generally not recommended.

**Steps for gathering references:**

1. Ask a person if they'd be willing to write a positive reference letter on your behalf. Make sure it is addressed "To Whom it May Concern" so you don't need to keep asking them to write new letters addressed to specific individuals – this is too time consuming). Be sure to send out only copies of your references, NOT the originals.
2. Give references a recent copy of your resume and ensure they know the positions for which you are applying.
3. You may need to ask for specific letters of reference for certain positions in which you are particularly interested. Inform your reference writers of the job description and which areas of your talents and skills you'd like them to highlight. Don't ask all of them to emphasize the same areas. Since you want letters that are positive and supportive, refresh the letter writer of what you did for them; update him/her on what you've done since then.
4. If you feel that someone will be “phone-call reference checking” (i.e. after a successful interview) call your references and inform them. Highlighting your interview discussion with them will allow them to be more prepared for the reference checker's questions.
5. Keep a list of 3-6 references ready at all times so you can provide it when asked. In case it is requested, always take it with you to interviews,. A sample reference excerpt appears below. The actual document would have all contacts centered vertically and horizontally on the page.

### **References For**

#### **Laurel A. Keller**

Ms. Anna Lorning, Office Manager  
(Current Supervisor)  
Kent State University Admissions Office  
P.O. Box 5190  
Kent, Ohio 44242-0001  
(330) 672-2252  
alorning@kent.edu

*Additional entries would be added to reference page (normally 3 contacts are provided).*



# Rosemary Callanan

3938 East 71<sup>st</sup> • Cleveland, Ohio 44105  
 (216) 414-9051 • rcallanan@kent.edu  
[www.wix.com/online/portfolio/rcallanan](http://www.wix.com/online/portfolio/rcallanan)

## Objective

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Obtain an entry-level position in Mathematics Department in urban public school. Willing to relocate. *Passed all portions of Ohio Assessment for Educators.*

## Education

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Bachelor of Science in Education, May 2014  
 Kent State University, Kent, Ohio  
 Major: Integrated Mathematics Education  
 GPA: 3.0

Diploma, May 2009  
 Max Hays High School, Cleveland, Ohio

## Computer Skills

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HTML, Geometer's Sketchpad, Microsoft Word, Excel, Front Page, Access, PowerPoint

## Teaching Experience

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### Student Teaching:

*Garrett Morgan Middle School, Cleveland, Ohio*

*Spring 2014*

Within African-American school, taught 9<sup>th</sup> and 10<sup>th</sup> grade math classes (algebra 1, 2, and 3) with 15-20 students in each. By semester's end, 25% of students earned increase in final grade. For school-wide academic intervention program, volunteered for after-school tutoring sessions. Initiated action research project assessing value of incorporating writing into mathematics classroom. Provided supervision as lunch room and study hall attendant. Chaperoned dances and after-school activities. Attended school sponsored athletic events on regular basis to show support and to build rapport with students. Consistently communicated with guardians regarding student progress and initiative. Experience reinforced passion and ability to make difference in lives of students living and learning in urban environment.

### Field Experience:

*Rootstown Middle School, Rootstown, Ohio*

*Fall 2013*

Taught small group of gifted 7<sup>th</sup> graders advanced geometry. Incorporated constructive methods of teaching into lesson plans. Collaborated with group of peers in lesson planning. Used manipulatives and many hands-on activities to engage students. Led students on tour of Akron Art Museum to identify examples of math in art.

*Garrett Morgan Middle School, Cleveland, Ohio*

*Fall 2013*

Observed 9<sup>th</sup> and 10<sup>th</sup> grade classes in geometry and transition to advanced math. Exceeded time requirement spent at school by over 120 hours. Taught 10<sup>th</sup> grade geometry class with block scheduling for two weeks. To help students better prepare for quizzes and tests, created website with online geometry tutorials. Incorporated group work, student-centered learning, and expanded student thinking into classroom. Assisted students with homework and in-class assignments.

## Related Work Experience

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### Tutor:

*HM Life Opportunities, Richfield, Ohio*

*Spring 2013*

Tutored 7<sup>th</sup>-12<sup>th</sup> graders in many subjects, but predominantly mathematics. Students lived in assisted living home for underprivileged youth. Demonstrated alternate methods in problem-solving. Reinforced students' confidence to spur their ability to solve more difficult mathematical problems.

### Tutor:

*Positive Education Program, Cleveland, Ohio*

*Spring/Summer 2012*

Conducted tutoring sessions for 1<sup>st</sup>-10<sup>th</sup> grade urban/low-income students in math and reading. Guided students in developing problem-solving strategies. Helped two low performing students improve their oral reading skills.

## Leadership Experience

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### Front End Supervisor:

*Super Kmart, Brooklyn, Ohio*

*Fall 2012-Present*

Supervised 5-15 employees, with large percentage being of high school age. Efficiently resolved customer complaints to ensure satisfaction. Entrusted with securing over \$150,000 in cash office. Trained nine cashiers to operate registers efficiently. Promoted to Supervisor after just eight months on the job.

### Supervisor:

*Aramark, Cleveland, Ohio*

*Summers 2006-2010*

Supervised 10-15 staff daily. Secured cash sales up to \$8,000 dollars. Performed opening and closing duties such as calculating cash and inventory sheets, totaling sales records, cooking food, and cleaning. Mentored high school co-workers by modeling appropriate behaviors, thus reducing conflicts. Handled customer complaints and received numerous comments regarding courtesy and professionalism.

## Other Work Experience

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### Housekeeper:

*Sparkling Clean, Cleveland, Ohio*

*May 2009-January 2011*

Cleaned million dollar plus elite homes and collected checks for business owner. Entrusted with keys of wealthy homeowners. Thoroughly cleaned premises. Modified cleaning techniques to specific needs of clients. Collaborated daily work team. Received positive feedback from all clients.

## Professional Development/Technology Workshops

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- |   |                      |
|---|----------------------|
| ▪ Using the TI 84 in the Secondary Mathematics Class  | <i>March 2014</i>    |
| ▪ Teachers Teaching with Technology (T <sup>3</sup> ) | <i>February 2014</i> |
| College Short Course- TI 84 Graphing Calculator       |                      |
| ▪ Fathom [Data Analysis] Workshop                     | <i>February 2013</i> |
| ▪ Geometer's Sketchpad Workshop                       | <i>January 2013</i>  |

## Activities

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### College:

Alternative Spring Break (hurricane relief), Biloxi, Mississippi, 2013  
 Campus Tour Guide, 2012  
 Intramural Field Hockey, 2010-2011

### High School:

Yearbook Editor, 2008-2009  
 French Club, 2006-2008  
 Track Team Timer, 2005

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**Outstanding Portfolio Gladly Provided**

# Jeremy Horton Monro

**Home:** 672 Solei Street • Elyria, Ohio 44035 • (440)324-6931 • jmon@kent.edu

**Campus:** Centennial Court B - 12 Midway Drive • Kent, Ohio, 44243 • (330) 673-9781

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## OBJECTIVE

To obtain a four thru nine teaching position in language arts and social studies. Interested in sponsoring extra-curricular activities. Willing to relocate. Passed all portions of Praxis II and received Recognition of Excellence (ROE) Award.

## EDUCATION

Bachelor of Science, December 2013

Kent State University, Kent, Ohio

Major: Middle Childhood Education

Concentrations: Language Arts/Social Studies

GPA: 3.9 (Summa Cum Laude)

Associate of Arts, May 2010

Lorain County Community College, Elyria, Ohio

Major: Elementary Education

GPA: 3.6 (Magna Cum Laude)

## SIGNIFICANT SKILLS

Computer: Windows XP, Macintosh Operating Systems, Java, HTML, Excel, PowerPoint, FrontPage

Foreign Language: Spanish

## TEACHING EXPERIENCE

**Substitute Teacher- Elyria and Berea City School Districts**

Multiple Grades, Elyria and Berea, Ohio (January-April 2014)

- Instructed diverse student groups in social studies, mathematics, science and language arts
- Learned to prepare “backup” plan in case regular teacher did not plan far in advance, ensuring continued quality student learning

**Student Teaching- Ford Middle School**

Sixth Grade, Brook Park, Ohio (September-December 2013)

- Employed an integrated approach towards teaching multicultural student body by incorporating multiple teaching methods that included: cooperative learning, story mapping, compare and contrast, sequencing, charting, prediction, discussion, music, and arts and crafts
- Used differentiated instruction to teach original lessons in language arts and social studies including units on Fables and Japanese Internment for class of 25, including four gifted students and several students with moderate learning disabilities
- Successfully used enrichment activities and behavior modification techniques as a motivator for completing homework and projects and for improving overall class conduct
- Utilized computers and visual aids as educational tools to further students understanding of course material and to develop/reinforce technical skills
- Developed evaluation tools including rubrics, surveys, and other assessments used to assess student learning
- Assisted in planning and implementing sixth grade week long camping trip for 110 students

**Field Experience- Kimpton Middle School**Seventh Grade, Stow, Ohio (January-April 2013)

- Planned interdisciplinary units on themes of modern poetry and middle ages
- Designed and executed lesson plans exceeding standards of state of Ohio
- Collaborated with faculty members and administration to enhance teaching and classroom management techniques

**Field Experience- Davey Elementary School**Fourth Grade, Kent, Ohio (August-December 2012)

- Co-taught original lesson plans to small groups of four to six students. Supported students in creating 20 minute play presented to parents, faculty, and fellow students
- Attended off-site conferences on multicultural education, classroom management, and reading

**Field Experience- Goodyear Middle School**Seventh and Eighth Grades, Akron, Ohio (August-December 2011)

- Within socio-economically disadvantage school, performed various reading assessment tests on individual learners
- Conducted demographic study of urban environment

**VOLUNTEER EXPERIENCE****Ohio Reads Tutor- Roosevelt Elementary School**Fourth Grade, Elyria, Ohio (August-June 2011)

- Prepared students for upcoming Ohio Proficiency Test with emphasis on developing reading and writing skills

**WORK EXPERIENCE**Waiter- Aura Global Cuisine, Broadview Heights, Ohio (January 2013-Present)Groundskeeper- Cuyahoga County Park System, Cleveland, Ohio (Summers 2010-2011)**LEADERSHIP**Member, Kent State University's College of Education Dean's Advisory Committee (2012)Member, National Association of Multicultural Education (2011-2012)Inductee, Phi Theta Kappa (two-year college honor society) (2010-2011)**AWARDS**Recipient, Kent State University's Black Alumni Scholarship (2013)Recipient, ETS Recognition of Excellence Award-Praxis Series (2013)Recipient, Kent State University's Institutional Diversity Scholarship (2011-2012)Recipient, Kent State University's Minority Incentive Scholarship (2010-2011)Recipient, Dean's List (2009-2013)**INTERESTS**

Wind surfing, paddle tennis, fly fishing, camping

**Outstanding references and portfolio available upon request**

## Rex Hunn

429 North Walnut Street  
Germantown, Ohio 45327  
(937) 855-0391  
rexh@yahoo.com

### SUMMARY:

Educator with over six years of experience seeking a mild to moderate special education position in a diverse setting. *Passed all portions of Praxis II.*

### EDUCATION:

Kent State University, Kent, Ohio

Master of Education, December 2012

**Transition Endorsement**

Bachelor of Science in Education, May 2009

**Special Education (Mild to Moderate)**

Cumulative GPA: 3.3

Major GPA: 3.8

Other Certifications: First Aid/CPR

### PROFESSIONAL TEACHING EXPERIENCE

#### Special Education Teacher:

*Ninth - Twelfth Grade:* Waterloo High School, Atwater, Ohio (August 2009-Present)

- Collaborated with special education teacher to serve 50 students within rural community
- Supervised two aides
- Coordinated student career assessments with local vocational school
- Consulted with Speech and Language Pathologist in serving students with speech goals
- As result of successes in classroom, both middle and elementary schools in district instituted new inclusion guidelines.
- Volunteered to teach Ohio Graduation Test related lessons, focusing on short answer and extended response in regular education inclusive setting
- Provided accommodations and modifications in various inclusion classrooms
- Wrote and facilitated individualized education plan (IEP) meetings and led professional meetings
- Prepared and taught different academic courses (world history, transitional math, life skills, English 10, and world geography)
- Served on attendance review board
- Advocated for student to get into Work Study Program, which later led to her graduation
- Emphasized continual contact with parents via phone, email, and in person

### OTHER TEACHING EXPERIENCE

#### Student Teacher:

- *Second/Third Grade:* SBH- Betty Jane Annex, Akron, Ohio (March-May 2009)
- *Fourth/Fifth Grade:* DH- Dunbar Elementary, Tallmadge, Ohio (January-March 2009)

**Field Experience:**

- Seventh/Eighth Grade: SBH- Summer Career and Self-Advocacy Class, Phoenix Program, Cuyahoga Falls, Ohio (Summer 2007)
- Multi-Age: MH/OH- Weaver Schools (March-May 2007)
- Fourth/Fifth Grade: LD/DH- Dewitt Elementary, Marion, Ohio (January-March 2007)
- Juniors/Seniors: MH/OH- McKinley High School, Canton, Ohio (March-May 2006)
- Preschool: Child Learning Center, Malone College, Canton, Ohio (January-March 2006)

**COACHING EXPERIENCE****Coach:**

JV Softball: Waterloo High School, Atwater, Ohio (2013)

- Participated in after school practices, Saturday Pitcher/Catcher Day Camp, and coaching of games for 12 girls

**Assistant Coach:**

Varsity Wrestling: Streetsboro High School, Streetsboro, Ohio (2011-2012)

- Supported 23 member team in winning State Title Championship

**RELATED EXPERIENCE****Camp Counselor:**

Hope Homes, Stow, Ohio (Summer 2010)

- Cared for adults with MRDD at overnight camp

Camp Aldersgate Mother's Against Drunk Driving Camp, Carrolton, Ohio (July 2009)

- Counseled junior high campers at overnight camp

Camp Greenwood Lake, Delaware, Ohio (Summers 2004 and 2005)

- Supervised 30 inner city children per week in day camp environment

Camp Wakonda Arts Camp, Shrevesville, Ohio (July 2003)

- Collaborated with art teacher to develop activities to enhance creativity and dexterity

**Support Staff Member:**

Hope Homes, Stow, Ohio (February 2006-August 2009)

- Provided adults with MRDD with daily living skill assistance

**Vocational Rehabilitation Grant Recipient:**

Vocational Opportunities Collaborative (V.O.C.) and Maximizing Opportunities and Resources for Employment (M.O.R.E.), Canton, Ohio (September 2005-February 2007)

- Advocated for adults and adolescents with mental health in need of obtaining and maintaining employment

**INTERESTS**

Genealogy, triathlons, refurbishing old cars

# LETTER WRITING

## *Cover & Thank You*

### Cover Letter ~ Structure and Content

- The cover letter, or letter of application, always **accompanies a resume that is mailed**. It may or may not be required for an online job posting, so **adhere to application guidelines**. A cover letter is NOT needed when handing your resume directly to an employer.
- Your letter must be **free of errors and grammatically correct**. Do not over use the word “I”.
- **Customize your letter** to each organization and match your skills, experience, and personality traits to the position.
- Provide an overview of your relevant skills with specific examples of experiences as support. **Do not just repeat your resume**. You may also highlight “soft skills” such as personality, work ethics, etc...
- Make every attempt to identify the appropriate recipient of the letter, including the proper spelling of their name and title. If after exhaustive research you are unable to find the necessary contact information, address it to Dear Hiring Manager.
- **Read your letter out loud** to ensure that your ideas flow and to catch any awkward sentences or overuse of words or phrases.
- Use a **business letter format** with left-justified margins, and center the letter vertically on the page.
- The letter should be **no more than one page** in length and printed on the same paper as your resume.
- For **electronic transmission of your letter**, employers often prefer certain formats. One of the easiest and most reliable methods is to **convert your cover letter to a PDF** through Adobe Acrobat Writer.

### Cover Letter -- Sample Structure and Content

Your Present Street Address

City, State Zip Code

----- 1 Line Space

Today's Date

----- 2 Line Spaces

Individual's First and Last Name (If no name available, at least identify the organization if possible).

Title

Organization

Street Address

City, State, Zip Code

----- 1 Line Space

Dear Mr./Ms. Last Name: (Use “Dear Hiring Manager” if specific contact information is not available).

----- 1 Line Space

**Introduction.** (First paragraph) • Indicate the position for which you are applying and how you learned of the opening (name of publication or website, career center, employment service, etc.). • Specify your major, degree, institution. • State basic reasons for applying and why interested in the position in a way that will capture the attention of the prospective employer.

----- 1 Line Space

**Body.** (One to two paragraphs.) • Highlight your qualifications specific to the position. • State why you wish to work for this particular school and how you can contribute • If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. • If you have practical work experience, indicate specific achievements or unique qualifications that give you an edge. • Provide concrete evidence of skills. • Use power phrases and words that are hot topics today in education.

----- 1 Line Space

**Conclusion.** (Closing paragraph) • Reinforce that you are qualified for the position. • Indicate your desire for a personal interview to discuss your qualifications. • If necessary, specify a certain time you can best be reached at a particular phone number. • Indicate that you will call in one – two weeks to confirm that your materials have been received, or close with a statement or question that will encourage a response. • Thank them for their time.

----- 1 Line Space

Sincerely,

----- 3 Line Spaces

*Neatly handwritten signature goes here.*

Your Name Typed

----- 1 Line Space

Enclosures (ONLY needed if enclosing several documents.)

## Thank You Letter ~ Structure and Content

- The thank you letter **can make a critical difference** in your candidacy and help you stand out among other candidates.
- Prepare your letter using a business letter format on high quality paper. Depending on your relationship with the person who interviewed you, a handwritten note on professional stationery or note card may also be appropriate.
- If you previously corresponded with the employer by email, it is acceptable to **send your thank you "letter" via email**.
- The letter should be **addressed to the person with whom you interviewed**. Ask for your interviewers' business cards, or write down the interviewers' titles and the proper spelling of their names before leaving the interview site. If there were a number of interviewers, send a customized thank you letter to each individual.
- Keep your letter brief and concise. Mention the date of your interview and **affirm your continued interest** in both the position for which you interviewed and the organization.
- **Reiterate your most important skills and qualifications**, how you expect to **contribute to the organization**, and any unique points of interest discussed during the interview. You may also add any details or skills you forgot in the interview, and you can also attempt to ease any reservations you heard from them.
- Express your appreciation for the opportunity to interview, tour the facilities, meet other employees, etc., and confirm follow up procedures.
- Supply any additional information that was requested at the time of the interview.
- Send your thank you letter in a matching envelope within 24 – 48 hours following the interview.

### Thank You Letter -- Sample Structure and Content

1234 Main Street  
Kent, Ohio 44240

----- 1 Line Space

Date

----- 2 Line Spaces

Dr. Samuel Jones  
Superintendent  
Maple Ridge School District  
117 Main Street  
Honeywell, Ohio 44001

----- 1 Line Space

Dear Dr. Jones:

----- 1 Line Space

Thank you for affording me the opportunity to interview yesterday. I appreciated the tour of the high school as well as the opportunity to meet with the Curriculum Supervisor, Dr. Spence. The time and care you took in telling me about your district and learning more about me, further reinforced my interest in Maple Ridge.

----- 1 Line Space

I am so pleased that you agree that my senior research project on social studies academic content standards provides me with unique experience for this position. I would look forward to collaborating with your curriculum committee to implement a number of my findings. Finally, the value placed on giving back to the community through the volunteer service of both students and staff is to be commended.

----- 1 Line Space

Please let me know if any additional information is needed about my qualifications. Again, thank you for the exhilarating interview. I remain enthusiastic and hopeful about joining your staff for this upcoming school year.

----- 1 Line Space

Sincerely,

----- 3 Line Spaces

*Joseph Hutchison*

**Have your letters reviewed by a Career Services Center Career Counselor during daily drop-in hours.  
For more information, visit [www.kent.edu/career](http://www.kent.edu/career).**



261 Coppal Avenue  
North Canton, Ohio 44720  
June 10, 2013

Ms. Jacqueline DeGarmo  
Superintendent  
Plain Local School District  
901 44<sup>th</sup> Street NW  
Canton, Ohio 44709

Dear Ms. DeGarmo:

I am very interested in obtaining a school counseling position in Plain Local School District. In May 2013, I graduated with my Master of Education degree in School Counseling from Kent State University. I am eager to apply my knowledge, experiences, and skills with young children in an elementary or middle school setting. Having grown up in Canton, Ohio, I am well aware of the wonderful reputation that Plain Local holds. Please accept this letter and my enclosed resume as a first step in exploring the possibility of employment in Plain Local Schools.

With a degree in psychology coupled with experience in both the elementary and middle school settings, I feel I would be a true asset to your Counseling Department. As my resume indicates, my experience is relevant and comprehensive. At my current internship with Perry Local School District, I have taken the opportunity to embrace as many opportunities as possible. I became involved with a successful peer mediation program, taught many classroom guidance lessons, and implemented over 11 small counseling groups. They have all been well received by both students and faculty. Teachers reported that students in my study skills group were turning in more homework, were more focused in the classroom, took adequate time to complete assignments, and had an increase in their grades. Student evaluation forms have consistently shown that they enjoyed the groups and felt very comfortable sharing with me. Furthermore, many school professionals have commented positively on my dedication, organizational skills, rapport with students, and my willingness to go the extra mile.

My entrance into the school counseling profession will provide a fresh perspective that I feel students will relate to and embrace. I chose to become a counselor because working with students and seeing them succeed provides me with great fulfillment. While researching your website, I became excited about all of the upcoming district changes. I look forward to the possibility of providing your students with a caring environment, consistent with the atmosphere of integrity and education that Plain Local currently provides.

I would like an opportunity to further discuss the position and my qualifications. I will follow up within the next two weeks to see if you have received my materials. To arrange an interview, please contact me after 3 pm at (330) 497-2172. Thank you in advance for your consideration.

Sincerely,

John McKee  
Enclosure

# RESUME/LETTER WRITING

## *Adjectives & Adverbs Add Impact*

accurate(ly)	cooperative(ly)	flexible(bly)	likable	professional(ly)	strong-minded
active(ly)	courageous(ly)	forceful(ly)	lively	progressive(ly)	studious
agreeable(ly)	creative(ly)	formal(ly)	logical(ly)	protective	successful(ly)
aggressive(ly)	credible(ly)	frank(ly)	loyal	proud	supportive
alluring(ly)	curious(ly)	friendly	mature	prudent(ly)	tactful(ly)
ambitious(ly)	deliberate(ly)	generous(ly)	methodical(ly)	punctual	team-player
analytical(ly)	delightful(ly)	gentle	meticulous(ly)	purposeful(ly)	tenacious(ly)
artistic(ly)	detailed	good-natured	moderate(ly)	quick(ly)	thorough(ly)
assertive(ly)	determined	happy	modern	quiet(ly)	thoughtful(ly)
attentive(ly)	dignified	hard-working	modest(ly)	rational(ly)	tolerant
bold(ly)	diligent(ly)	harmonious	motivated	realistic(ly)	tough
brave(ly)	discreet(ly)	healthy	natural(ly)	receptive	trustworthy
businesslike	dynamic	helpful(ly)	obedient	reflective(ly)	unbiased
calm(ly)	eager(ly)	high(ly)	optimistic(ly)	reliable(bly)	understanding(ly)
capable(bly)	efficient(ly)	honest(ly)	organized	resourceful(ly)	unexcitable(ably)
careful(ly)	enchanted	honorable	original	responsible(ibly)	unusual
cautious(ly)	encouraging	humorous(ly)	outgoing	selective	upbeat
challenging	energetic(ly)	imaginative(ly)	painstaking(ly)	self-controlled	verbal(ly)
charming(ly)	enormous	impartial	passionate(ly)	self-starter	versatile
cheerful(ly)	enterprising	independent(ly)	patient(ly)	sensible(ibly)	vigorous
clever(ly)	entertaining	individualistic(ly)	peaceful	sensitive(ly)	vivacious
coherent(ly)	enthusiastically	industrious(ly)	perfect	serious(ly)	warm(ly)
comfortable(ly)	excellent	informal(ly)	persevering	significant(ly)	willing
committed(ly)	exclusive	instinctive(ly)	persistent(ly)	sincere(ly)	wise(ly)
competent(ly)	exuberant	intellectual(ly)	pleasant(ly)	skillful(ly)	witty
competitive(ly)	exuded	inventive	poised	sociable	wonderful
confident(ly)	fair-minded(ly)	joyous	polite(ly)	spontaneous(ly)	
conscientious(ly)	faithfully	kind-hearted	practical(ly)	steady	
considerate(ly)	fearless(ly)	knowledgeable	precise(ly)	stimulating	
consistent(ly)	firm(ly)	large	productive	strong(ly)	

### Examples of Adjectives and Adverbs *in action* ...

- “Promoted **understanding** of concepts using creative, hands-on activities.”
- “**Consistently** created interactive lesson plans to engage students in the learning process.”
- “**Tactfully** advised parents of academically at-risk freshmen and sophomore level students. Provided suggestions on how to motivate and encourage their student.”

# RESUME/LETTER WRITING

## *Action Verbs Add Impact*

No job seeker should be without **carefully chosen action verbs to describe accomplishments, skills, and experiences** on their resumes and cover letters!

Administrative/Organizational Skills					
abbreviated abolished accomplished adjusted administered admitted advanced arranged bid categorized changed	charted closed distributed edited filed finalized formalized collected combined condensed consolidated	continued coordinated deployed displayed gathered highlighted mapped out merged monitored normalized operated	orchestrated ordered organized outlined planned prepared prioritized processed produced projected registered	reorganized repaired replaced rescheduled reserved retained routed scheduled shipped streamlined submitted	summarized supplied supported systemized transcribed transformed updated upgraded utilized verified
Communication/Helping Skills					
acknowledged acquainted addressed advertised advocated aimed answered appealed arbitrated articulated assisted	bestowed briefed calmed championed collaborated communicated contacted contracted conveyed cooperated corresponded	corroborated debated discerned discussed dispensed diverted elevated emphasized endorsed greeted influenced	interacted interviewed introduced justified listened marketed mediated molded motivated navigated negotiated	participated partnered persuaded presented prescribed promoted propelled proposed provided queried questioned	reconciled renegotiated represented resolved responded sold spoke unified verbalized
Creative Skills					
accentuated acted catered composed conceived conceptualized crafted customized created derived designed	developed devised diversified drafted enacted engineered enhanced entertained established exhibited extricated	fashioned forged formed fortified founded illustrated imagined implemented improvised individualized initiated	innovated inspired integrated intensified invented mastered minimized modeled modified optimized originated	perceived performed positioned photographed pioneered produced proliferated prospected realigned rebuilt recycled	renewed renovated reused solidified sparked specialized transformed transitioned trimmed wrote
Data/Financial Skills					
accounted for accumulated added adjusted bought budgeted calculated certified aligned allocated altered	analyzed anchored appraised audited balanced budgeted catalogued collected compared computed counted	counteracted cut decreased documented earned economized eliminated entered estimated expedited expended	exported factored financed forecasted furnished garnered generated imported increased insured inventoried	lowered liquidated maximized measured projected processed received recorded reduced reviewed revised	saved secured selected slashed supplemented totaled tracked transferred upgraded yielded

## Action Verbs for Resumes and Letters

Management/Leadership Skills					
accomplished achieved adjudicated appointed approved attained attended authorized brainstormed centralized	chaired closed commanded commissioned considered controlled curtailed critiqued delegated demonstrated	designated determined directed distinguished dominated drove elected enforced entrenched executed	excelled foresaw governed headed housed hosted hired involved joined launched	led leveraged managed moderated officiated oversaw presided progressed regulated reinforced	repositioned restructured spearheaded strategized supervised terminated thwarted won
Teaching/Training Skills					
adapted addressed advised affirmed cautioned celebrated clarified coached conducted	consulted corrected counseled debugged delivered demonstrated educated employed empowered	enabled encouraged evaluated explained facilitated fostered graded guided handled	hired implemented informed instilled instituted instructed interviewed lectured licensed	mentored observed oriented quizzed recruited rehabilitated reinforced serviced stimulated	studied substantiated taught trained tutored united
Technical/Research Skills					
ascertained analyzed applied authenticated built capitalized certified classified coded compared complied conceptualized	conducted connected constructed converted deciphered decoded defined detected diagnosed differentiated discovered examined	experimented explored focused formulated generated hypothesized identified indicated inspected installed interpreted investigated	located logged manipulated manufactured piloted pinpointed predicted procured programmed rated recaptured reengineered	researched restored resulted in retrieved revealed safeguarded screened searched separated solved specified standardized	surveyed synthesized tested troubleshoot uncovered upgraded validated
Miscellaneous Skills					
accelerated acquired administered aided assembled assessed assigned assumed assured augmented authored awarded	captured catapulted commercialized compelled completed concluded conserved crystalized decided detailed doubled earned	effected elicited endured energized enlisted ensured exceeded exercised exhorted expanded exploded extracted	familiarized gained graduated halted honored improved incorporated judged masterminded obtained overcame overhauled	perfected proved purchased purified qualified raised recognized rejuvenated remedied returned revitalized sanctified	satisfied served spearheaded strengthened succeeded surpassed synergized targeted

Examples of action verbs *in action* ...

- **“Achieved** highest annual sales volume among 90 employees at retail store.”
- **“Provided** network and desktop support to over 100 users across six departments.”
- **“Collaborated** with co-workers to develop a semester teaching unit on culture, ethnicity, and identity.”
- **“Organized** and **facilitated** two, in-service training programs for residence hall advisors.”

For more information, visit [www.kent.edu/career](http://www.kent.edu/career)

# Networking

Networking is the art of making and using contacts. It entails talking to everyone and anyone, personal and professional acquaintances and friends, plus brand new contacts, and asking for advice and help. To the true networker, every stranger represents an opportunity, the chance to find prospects, reach targets, or meet friends. The key to networking is taking the initiative ' and refining your conversational skills.

<b>Step 1</b>	Stay in touch with people you like and respect even if they can't help you immediately. You don't want to go to someone only when you are desperate.
<b>Step 2</b>	Talk to people you don't know everywhere you go. Cocktail parties and weddings are just the tip of the iceberg; don't forget about airplanes, grocery lines, sporting events, festivals, coffee shops and so on.
<b>Step 3</b>	Learn to ask "what do you do?" with comfort, sincerity and interest.
<b>Step 4</b>	Become a better listener. Ask a question and then be quiet until you hear the answer.
<b>Step 5</b>	Practice how you will present your skills to someone almost as if it were a brief personal infomercial; learn multiple approaches, both frank and subtle.
<b>Step 6</b>	Keep an updated brochure, business card or other form of information about yourself <b>on you</b> at all times. Get comfortable handing out your card and sharing your brief "elevator pitch."
<b>Step 7</b>	Take classes to improve your public speaking, body language and writing skills. Consider getting involved in Toastmasters International.
<b>Step 8</b>	Join every networking club and association in your field. Organize a contact list. Create a complete LinkedIn account and join their professional interest groups.
<b>Step 9</b>	Follow up on any lead, no matter how minor. Use contacts properly to make connections, don't overuse them, and always obtain permission before using their name.

# BUILDING A NETWORK: Whom Do You Know?

Fill in the blanks to begin building your immense network.

## Whom do I know from my family?

- Mother, Father \_\_\_\_\_ , \_\_\_\_\_
- In-Laws \_\_\_\_\_ , \_\_\_\_\_
- Brothers \_\_\_\_\_ , \_\_\_\_\_
- Sisters \_\_\_\_\_ , \_\_\_\_\_
- Uncles \_\_\_\_\_ , \_\_\_\_\_
- Aunts \_\_\_\_\_ , \_\_\_\_\_
- Other Relatives \_\_\_\_\_ , \_\_\_\_\_

## Whom do I know from my jobs?

- Employers/Supervisors \_\_\_\_\_ , \_\_\_\_\_
- Co-Workers \_\_\_\_\_ , \_\_\_\_\_
- Customers/Clients \_\_\_\_\_ , \_\_\_\_\_
- Competitors \_\_\_\_\_ , \_\_\_\_\_

## Whom do I know from the University?

- Professors \_\_\_\_\_ , \_\_\_\_\_
- University Administrators \_\_\_\_\_ , \_\_\_\_\_
- Resident Advisors \_\_\_\_\_ , \_\_\_\_\_
- Student Organizations \_\_\_\_\_ , \_\_\_\_\_
- Sorority/Fraternity \_\_\_\_\_ , \_\_\_\_\_
- Classmates \_\_\_\_\_ , \_\_\_\_\_
- Career Counselors \_\_\_\_\_ , \_\_\_\_\_
- Alumni Associates \_\_\_\_\_ , \_\_\_\_\_

## Whom do I know from my hobbies?

- Club Members \_\_\_\_\_ , \_\_\_\_\_
- Special Interest Groups \_\_\_\_\_ , \_\_\_\_\_
- Team Sports/Athletic Clubs \_\_\_\_\_ , \_\_\_\_\_
- Exercise Classes \_\_\_\_\_ , \_\_\_\_\_
- Others \_\_\_\_\_ , \_\_\_\_\_

## Whom do I know from my past?

- Neighbors \_\_\_\_\_ , \_\_\_\_\_
- Friends \_\_\_\_\_ , \_\_\_\_\_
- Former Customers/Clients \_\_\_\_\_ , \_\_\_\_\_
- Armed Forces \_\_\_\_\_ , \_\_\_\_\_
- Others \_\_\_\_\_ , \_\_\_\_\_

## What other kinds of professionals do I know?

- Doctors/Dentists \_\_\_\_\_ , \_\_\_\_\_
- Accountant \_\_\_\_\_ , \_\_\_\_\_
- Lawyer \_\_\_\_\_ , \_\_\_\_\_
- Banker \_\_\_\_\_ , \_\_\_\_\_
- Clergy \_\_\_\_\_ , \_\_\_\_\_
- Real Estate Agent \_\_\_\_\_ , \_\_\_\_\_
- Insurance Agent \_\_\_\_\_ , \_\_\_\_\_
- Politicians \_\_\_\_\_ , \_\_\_\_\_
- Others \_\_\_\_\_ , \_\_\_\_\_

# Education Job Search Organizer

[illegible]

# Content of a Portfolio

The portfolio describes and documents your abilities and achievements. A portfolio can include a number of different types of documents, and which you choose to include will depend on the type of teaching you have done, your academic discipline, the purpose for creating one, and the intended audience. It is a very personal documentation of your accomplishments collected over time and shouldn't parallel another person's. Keep the following question in mind – “What specific experiences set me apart from other educators and what is the best format to share these?” Restrict the completed portfolio to a manageable size and ensure that it is organized with a table of contents and tabs.

In spite of portfolio variations, below is a short list of documents that often are a part of one:

- table of contents
- short statement of teaching philosophy (how you teach and why)
- description of teaching methods and strategies along with outcomes
- course planning artifacts you've designed: sample course syllabi, unit outline, lesson plans, hand-outs, assignments, graded papers with comments, exams
- a few pictures of class involved in engaging activity – must first ask permission from those in photo
- evidence of teaching effectiveness: summary of student feedback, department evaluations
- license, teaching awards and recognition
- professional development efforts
- statement of goals/plans for future

Some of the sections above, such as the statement on teaching philosophy, are strictly narrative (reflective). Other sections consist of a set of materials as well as a narrative or rationale that explains what they are. The narrative component should answer the following questions:

- Why did you include it in the portfolio?
- How did you use it in the classroom?
- How do you know that it was effective, i.e. that your students learned as a result?
- How has your teaching changed as a result?
- What have you learned about yourself as a teacher?

The portfolio is not, however, simply a binder with all of the teaching documents inserted with random pages of reflection. It includes materials which collectively suggest the scope and quality of your teaching performance. The portfolio is not meant to be an exhaustive compilation of documents and materials that reflect your teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness.

## How do I get started creating it?

The following is a list of some general strategies on developing a teaching portfolio:

- Start as early as possible (assembling takes 15 + hours)
- Plan well and intentionally collect data related to teaching development efforts
- Develop a good filing system to organize evidence – maintain duplicate copies of certain originals
- Write reflective statements (beliefs, values, strategies) about the information
- Regularly sort through, organize, and update information
- Involve others as consultants and contributors
- Share draft with professionals and revise

## Need more information?

Visit the Career Services Center's Career Library to review additional resources such as [“How to Develop a Professional Portfolio: A Manual for Teachers.”](#)



# Education Job Search Timeline

## **2nd Semester Junior Year/1st Semester Senior Year**

- Learn about Career Services Center (CSC) - attend Ed SuperStart and register with CSC's Experience Job & Internship Board
- Begin to identify reference letter writers
- Develop list of schools of interest and research them
- Write rough drafts of resume and cover letter(s)
- Compile as much of portfolio as possible (smaller is better)
- Visit CSC counselor during drop-ins for resume/cover letter critique
- Reserve date on calendar for education job fairs, including:
  - Teacher Interview Day (TID), Wednesday, March 19, 2014
- Become familiar with education vacancy Web sites

## **February**

- Update online Experience registration (especially resume) since TID process begins end of January
- Begin viewing Experience Job Board frequently to submit your resume to schools for TID
- Begin to practice interviewing by completing an Interview Stream mock interview
- Contact schools to ask if they anticipate openings next school year in your field
  - If school says yes, ask application process and follow it
  - If schools says no, place at end of call list and check back at later date
- Research districts online, read local newspapers, and speak to current/past employees
- Register with online education consortiums and recruitment Web sites

## **March/April**

- Participate in TID even if you haven't "pre-scheduled" any interviews and are just attending the Meet & Greet (make sure you have researched schools prior to the event)
- Send thank you letters to recruiters within 48 hours
- Continue to complete applications and respond to on-line postings
- Visit CSC Web site and CSC Career Resource Library for job postings
- Follow up on applications sent previously by calling districts
- Update resume and portfolio as needed (ensure most recent resume is uploaded with CSC)
- Add to reference letter file
- Schedule second round building interviews after meeting with districts at TID

## **May/August**

- Continue networking with districts – step cannot be omitted!
- Evaluate job offers wisely and do not sign contracts prematurely
- Contact CSC with employment status and update Experience registration for future needs

**NOTE: This is not intended to be inclusive but rather a rough guide.  
Certain steps may need to be repeated often and other steps may need to be added.**

# Notes