Resume Writing and Placement Files Workshop 1/7/15 – Loren Petty and Maggie Foran

I. Dates to Know - Loren: Workshop schedule, job fair dates

II. Placement Files - Loren, Placement File checklist

A. Request at mitjobs@evergreen.edu ; you can call Loren also at 360.867.6575 but email preferred.

$50 was billed to your winter fees. Mailed to school districts, fax in emergency.

B. Components

Resume

References (professional and personal/character on separate page) with titles, mails, phone numbers (be prepared to identify in what capacity you know them and for how long)

Recommendation forms and letters– discuss confidential vs. not confidential

Academic Prep page (make sure current)

Candidate’s page – educational philosophy, teaching & classroom management approach

Cover Letter (while optional, good idea to have a generic one and to customize as you apply to specific jobs)

Transcripts and Test scores are not kept in your file – Keep your own copies. Unofficial generally OK until hired. Order Evergreen transcript through your my.evergreen.edu account. Transcripts in current name.

III. Preparing for Mock interviews, Career Fairs, Real Interviews – Loren

A. Read over all handouts

 B. Prepare answers and stories (respect confidentiality of students’ names)

C. Research the School/District through websites, school report cards, newsletters, alumni, etc.

 D. Have appropriate Interview Outfit/Grooming/Body Language

 E. Have resume ready with copies

 F. Consider having a mini-paper or e-portfolio with artifacts (lesson plans, work samples, etc.) and/or website

 G. Have a few questions you can ask at the interview (but don’t ask too many and be cognizant of time)

H. Be prepared to do structured interviews (such as SII at Clover Park and STAR which may be on-line)

I. Be nice to gatekeepers (office managers, etc.)

J. Develop mini-lesson able to teach to a hiring committee.

IV. Where to Apply/Look – Maggie

A. First Steps: know your preferences (geographical, size, urban/suburban/rural, community support, special programs/grants, teacher support, mobility prospects, student demographics, academic performance, awards/distinctions, etc.) for districts and target schools (don’t rule out neighboring districts); job demand/projections; district hiring policies and turnover; time you’ll devote to looking so can prioritize; timing of postings and closings.

B. Where to Look – generally on-line postings these days but choose which sites are worth your time. Don’t eliminate other settings (community colleges, agencies, etc.) or positions such as support specialist which may not be a certificated. Consider becoming substitute teacher for districts of interest. Tell people you are looking!

 C. Job Descriptions – what do they tell you? Type of position, cues/clues, extra requirements

V. Job Application Process – Maggie

 A. Prepare by collecting all relevant information on yourself as far as:

Certifications (cert #, date expires, state issued, endorsement areas). Tests/assessments: WEST B and E scores, EdTPA area and strengths

Education (dates, credits, degrees, major/minor, GPA, master’s project title, etc.); generally you will not put high school or AA information on resume but may need to list on an application form.

past employment /internships (job titles, dates, beginning and end salary, job supervisor name & title & phone number & email, company name & address & phone number & email, job duties, reason left). Make sure you have all experiences with children and teens especially, no matter how far back. You may need to go back up to 10 years or more.

Specific activities/accomplishments during student teaching and other relevant positions

Skills (don’t forget technology and if comfortable with other languages)

Professional development related to current “best practices” in instructional or assessment strategies and training related to district curriculum or instructional models

Participation or leadership in school, district, community, and committee work related to education

Experience with diverse student populations (Title I, special education, ELL, AVID, etc.)

volunteer work/community service

recognitions/awards/scholarships

relevant memberships and professional development trainings, certifications (such as HIV/AIDS, sexual harassment, CPR/First Aid)

interests and hobbies, especially if could contribute to student enrichment or staff expertise (consider whether would be perceived as controversial); study abroad experiences

extracurricular activities you’d be willing to assist with

B. Follow directions – each district is different. Be thorough, complete, accurate, honest. Call if the HR office if you have questions about a section of an application form and how to complete (for instance GPA). Use comment boxes to clarify (such as certificate expected upon graduation 6/12/15)

C. Develop cover letter for each job you apply for and send with resume to school principal (let him/her know you have submitted application to district HR office or regional personnel coop). Use business letter format, left hand margins, about three paragraphs, make relevant to the position and school. Also send to HR office.

 D. Keep Records of what applied for, what sent, follow up contacts, etc.

E. Clean up your digital presence and expand positive digital presence by considering developing a professional website, joining Linked in, etc.

VI. Resumes – Maggie

A. Prioritize Information. Be willing to let go of information not relevant to the position, or minimize. Consider different versions depending on what you are applying for (such as endorsement areas)

 B. Contact Information – make sure professional, and sources you check frequently (check junk mail )

 C. Make readable – clear phrases, not narrative, professional (not so creative as to be bizarre)

* Job objective – optional, consider if want to be generic (elementary ed) or grade specific
* Profile – optional, brief highlights of your strengths
* Consider length, novices generally 1 page but 2 acceptable if need to convey important info.
* Left justify, adequate margins at least .75-1” all around, black ink
* Be accurate, don’t inflate but don’t be too modest
* Use strong verbs and nouns
* Proofread for spelling, typos, grammar, and have several sets of eyes review it, not just self
* Important information first – your certificate and endorsement information
* Targeted resume, functional in that it highlights education experiences in chronological order
* Don’t include photo or personal information except perhaps veteran’s status
* Eye appealing, consider not using set template , good use of white space, laser printed
* Size generally not below 10 point and fonts should be standard such as Times New Roman, Arial, Helvetica; don’t mix
* Use quality White and off-white paper without textures. Make sure looks OK when copied
* Match cover letter and resume paper
* Paper clip rather than staple pages together (make sure page two is numbered and has your name on top)
* Be careful to avoid shading or use of bolding or vertical lines or boxes. Check to see if bullets and underlines and formatting are lost or look strange if the resume is pasted into email or scanned. Consider use of \* and + and CAPS to create emphasis. Test. D.
1. Categories to include on resume
* Certifications and education
* Teaching-related experience
* Other categories – see notes above under Job application process