



Teacher Education Resume Guide

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BASIC IDENTIFICATION

BASIC IDENTIFICATION CONTENT

Your Name

Street Address(es)

Phone Number

E-Mail Address

Personal Web Site (if applicable)

BASIC IDENTIFICATION FORMATTING TIPS

- Name: Use at least 16 point font and bold so it stands out.
- Campus versus Permanent Address:
 - Include both if you will be in different locations during your search.
 - Include permanent address if you are applying for a teaching position in or near your hometown.
- Phone Number
 - Use only one, whichever is your preferred method of being reached.
 - Be aware of outgoing voicemail message and/or roommates answering phone.
- Be consistent when using abbreviations. (Example: WI versus Wisconsin)
- Include personal web site only if it relates directly to your objective and will enhance your candidacy.
- Lines can be used to “dress up” your work; use them sparingly to enhance written work but not to replace it.

BASIC IDENTIFICATION EXAMPLES

Natalie L. Knight

Campus Address:

555 Third Street
De Pere, WI 54115

Permanent Address:

2121 Hometown Avenue
Midtown, WI 55555

(920) 337-5555 ▪ natalie.knight@snc.edu

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OBJECTIVE

OBJECTIVE CONTENT

- 1-3 lines in length
- Conveys key information to the employer as to why the candidate has applied
- Tell the audience why you are writing and what you hope to contribute

OBJECTIVE STYLES

Field-Oriented: To obtain a position in the field of (Early childhood education, elementary education, etc.)

Position-Oriented: Desire a position as a(n) (4th grade teacher, high school English teacher, etc.)

Skills-Oriented: Seeking a position that uses/utilizes/capitalizes upon skills in(leadership, communication, organization, computer science, foreign language, etc.)

Knowledge-Oriented: To obtain a position that will utilize knowledge/strong background in(Agricultural economics, US foreign policy, chemistry, linguistics, etc.)

Combination (various pairings can occur such as the following):

- Field and Position: To obtain a 2nd grade teaching position at Westwood Elementary School.
- Field and Skills: Desire a position in elementary education that uses skills in creative lesson planning, flexibility and fluency in the Hmong language.

OBJECTIVE FORMATTING TIPS

- Tailor your objective for each position or employer you apply to.
- Do not use obvious comments such as: “To work in a challenging environment.” Most employers would like to think that the candidate possesses enough initiative to challenge the environment.
- Mention more than one field or position in the same objective only if they are directly tied to each other; dissimilar fields or positions may indicate lack of focus.

OBJECTIVE EXAMPLES

- Seeking an elementary teaching position in the Green Bay school district. Offering Spanish speaking skills, an appreciation of diversity and strong verbal communication skills.
- To obtain a middle school teaching position at Lombardi Middle School. Particularly wish to utilize skills in working with students who have special needs.
- To obtain a position in the field of Early Childhood Education. Offering a passion for students and learning, strong work ethic and sensitivity to other cultural norms and values.
- Seeking a Mathematics teaching position at De Pere High School. Strong interest in coaching soccer.
- Desire an English secondary teaching position in the Appleton area. Ability to quickly establish rapport with students, strong classroom management skills and experience in coaching Forensics.
- Seeking a position in Music Education utilizing skills in accompanying, conducting and inspiring students to understand and appreciate music.

EDUCATION

REQUIRED CONTENT

Name of College
 Location of College (city, state)
 Degree Level (B.A., B.S., B.M., etc.)
 Graduation Date (month, year)
 Major(s), Minor(s) and Concentration(s)
 Certification/licensure

OPTIONAL CONTENT

GPA if ≥ 3.0 and if proud of (Ex: 3.0/4.0)
 Relevant Coursework
 Honors and Awards (could be in its own section)
 Study Abroad Experience

HOW TO WRITE YOUR DEGREE

Early Childhood-Middle Childhood Certification

- Bachelor of Arts Degree
- Major: Elementary Education
- Minor: Early Childhood Education

Middle Childhood-Early Adolescence Certification

- Bachelor of Arts Degree
- Major: Elementary Education
- Minor: _____

Must Minor in One of the Following Areas:

- | | |
|--------------------------------|-------------|
| • Language Arts | • German |
| • Broad Field Social Studies | • History |
| • Mathematics | • Math |
| • Broad Field Science | • Biology |
| • Earth and Space Science | • Chemistry |
| • English as a Second Language | • Physics |
| • Spanish | • English |
| • French | |

Early Adolescence-Adolescence Certification

- Bachelor of Arts Degree **OR**
- Bachelor of Science Degree
- Major: _____

Majors Available for Licensure:

- | | |
|-------------------------------|-----------------------|
| • English | • Psychology |
| • French | • Sociology |
| • Spanish | • Natural Science |
| • German | • Biology |
| • Speech/Communication | • Chemistry |
| • History | • Earth Science |
| • Religious Studies | • Physics |
| • Broad Field Social Sciences | • Broad Field Science |
| • Economics | • Mathematics |
| • Political Science | |

Music Education Certification

- Bachelor of Music Degree

Certification Areas:

- | | |
|----------------------|----------------|
| • Instrumental Music | • Choral Music |
| • General Music | |

EDUCATION FORMATTING TIPS

- High school information tends not to be included. Only include your high school education if you are applying for a teaching position at the high school you graduated from.
- You may have a double major, but you will not earn two degrees from St. Norbert College. Check with the Registrar's Office to determine which degree you are formally earning.
- Some students take enough classes that directly relate to each other but not enough of the required classes to warrant classification as a major or minor. These classes may be called a concentration or emphasis.
- Begin with your most recent educational experience.
- When including scholarships under Honors/Awards, be sure to indicate what the scholarship was for.
Example: Academics

EDUCATION EXAMPLES

ST. NORBERT COLLEGE, De Pere, WI

Bachelor of Arts Degree in Elementary Education, May 2007

Minor: Early Childhood Education

Certification: Early Childhood-Middle Childhood

Add-On Certification: Adaptive Education

St. Norbert College, De Pere, Wisconsin

Bachelor of Arts Degree, May 2007

Major: Elementary Education Minor: Language Arts

GPA: 3.8/4.0

Certification: Middle Childhood-Early Adolescence

St. Norbert College, De Pere, WI

Bachelor of Arts Degree, May 2007

Major: Mathematics Concentration: Computer Science

Certification: Early Adolescence-Adolescence (Secondary Education)

Honors/Awards: Dean's List

St. Norbert College Distinguished Trustees Scholarship for Academics

Praxis II, Top 10th Percentile Honors

ST. NORBERT COLLEGE, De Pere, WI

Bachelor of Science Degree in Biology, December 2007

Minor: Chemistry GPA: 3.5/4.0

Certification: Early Adolescence-Adolescence (Secondary Education)

ST. NORBERT COLLEGE, De Pere, Wisconsin

Bachelor of Music, May 2007

Certification: Instrumental and General Music Education (K-12)

EXPERIENCE

EXPERIENCE CONTENT (Include for EACH experience)

- Position title
- Organization name
- Location (city, state)
- Dates of service (month, year-month, year) **NOTE:** For summer jobs: Summers 2006-2007
- Description of responsibilities, achievements, skills
- Provide information to persuade prospective employers that your experience makes you a qualified candidate

POSSIBLE EXPERIENCE CATEGORIES

- Teaching Experience
- Career-Related Experience
- Additional Work Experience
- Coaching Experience
- International Teaching Experience
- Leadership Experience

POSSIBLE CONTENT FOR EDUCATION-RELATED EXPERIENCE

- What you taught
- Age level of students
- Type of school (e.g. open classroom)
- Administrative responsibilities
- A unit you developed
- A technique you implemented to teach a unit already in place
- Curriculum development
- Classroom management
- Teaching strategies
- Accommodations
- Grading
- Lesson plans
- Collaboration with others
- Field trips organized
- Activities outside the classroom
- Coaching
- Activities supervised
- Parent-teacher conferences
- IEP planning
- **Be sure to stress contributions you made above and beyond the expected responsibilities.**

FORMATTING TIPS

- Use reverse chronological order (start with most recent experience)
- Begin each statement with an action verb (see page 8 for a list of action verbs)
- Do not use any personal pronouns
- Write in short phrases and use a bulleted format
- State present positions in present tense and past positions in past tense
- Avoid words that don't reveal skills: worked, handled, duties included, responsible for, etc.
- Your teaching experience should be the largest section on your resume because it is the most relevant to the employer. Aim for 5-9 bullet points for each student teaching experience.

EXPERIENCE EXAMPLES

TEACHING EXPERIENCE

Student Teacher, 8th Grade Language Arts/Reading, Pulaski Community Middle School

Pulaski, WI, 01/07-Present

- Collaborate daily with multidisciplinary “house” team, assistant principal and guidance counselor to ensure 150 eighth grade students’ continued academic success and stable emotional development as part of a middle school philosophy
- Coordinate with school’s library/media specialist on lessons about research technology
- Communicate with parents via letters, phone calls home, and at Parent/Teacher Conferences
- Instruct students in preparing for and writing a career research paper
- Involve community in lessons and projects
- Implement interactive lessons
- Assist with coaching 8th Grade Forensics program

*Student Teaching, 1st Grade, **Parkview Grade School**, Green Bay, WI, August 2006 - November 2006*

- Planned and implemented age appropriate lesson plans for a collaborative classroom
- Implemented a variety of sensory strategies
- Made many adaptations to meet the needs of various students including: strong use of visual schedules and models, highlighter markers, dotted letters, enlarged books, teacher modeling, and behavior charts
- Taught as part of a collaborative group along with a Special Education teacher, Occupational Therapist, Speech Therapist, and a paraprofessional
- Actively participated in staff development meetings
- Participated in I.E.P meetings
- Lead various Parent/Teacher Conferences
- Volunteered as Assistant 7th Grade Football Coach

Sophomore Block Experience, Wrightstown Elementary, Wrightstown, WI, September - November 2004

- Created Social Studies lessons for 4th grade students that compared/contrasted the present day to the past
- Used a variety of instructional strategies, including technology, to encourage students’ critical thinking and performance skills

LEADERSHIP EXPERIENCE

St. Norbert College Basketball Team, De Pere, Wisconsin

Academic Years 2005 – 2007

- Selected as team captain by members of team
- Represented the college at various alumni and community events
- Served as mentor for new team members
- Organized and ran weekly team meetings

COACHING EXPERIENCE

*Junior Varsity Girls Soccer Coach, **Bay Port High School**, Suamico, Wisconsin, February 2005 - Present*

- Run practices and games on a daily basis.
- Help students have a positive attitude and build team character.
- Supervise travel to schools around state to play games.
- Initiate team-building activities to engage players and build unity.
- Work individually with players to improve skills and technique.

ACTION VERBS

accomplish	convince	finalize	meet	represent
account	coordinate	finance	merge	research
achieve	correct	formulate	mobilize	resolve
act	correspond	foster	model	respond
adapt	counsel	fulfill	modify	restore
administer	create	furnish	motivate	review
advertise	critique	gain	navigate	revise
advise	cultivate	gather	negotiate	schedule
advocate	decide	generate	observe	select
allocate	decrease	guide	obtain	sell
analyze	define	handle	operate	serve
appeal	delegate	help	orchestrate	simplify
apply	demonstrate	hire	order	solve
appraise	design	identify	organize	speak
arrange	designate	illustrate	originate	sponsor
assemble	determine	implement	outline	staff
assess	develop	improve	oversee	start
assign	devise	incorporate	paint	streamline
assist	diagnose	increase	participate	strengthen
attain	direct	influence	perform	structure
attend	discharge	initiate	persist	study
audit	discover	inspect	persuade	submit
authorize	dissect	inspire	photograph	submit
bought	divert	install	plan	suggest
budget	document	install	prepare	summarize
build	draft	instruct	present	supervise
calculate	draw	integrate	preside	supply
catalogue	edit	interact	prioritize	support
chart	educate	interpret	produce	surpass
check	eliminate	interview	program	survey
clarify	emphasize	introduce	promote	sustain
classify	empower	invent	prompt	synthesize
coach	enable	investigate	propose	talk
collaborate	encourage	join	provide	teach
collect	enforce	judge	publish	test
communicate	engineer	landscape	purchase	track
compare	enhance	launch	pursue	train
compete	entertain	lead	qualify	transcribe
compile	establish	learn	quantify	translate
complete	estimate	learn	raise	tutor
compose	evaluate	lecture	read	uncover
compute	examine	listen	receive	understand
conceptualize	exceed	maintain	recognize	update
conclude	excel	make	recommend	upgrade
conduct	execute	manage	record	utilize
construct	exercise	manufacture	recruit	validate
consult	exhibit	market	refer	verify
contribute	experiment	master	reorganize	volunteer
control	explain	maximize	repair	write
convey	explore	measure	report	
	facilitate	mediate		

ADDITIONAL SECTION TOPICS

CONTENT

- Provides additional examples of your qualifications.
- Gives employers a sense of who you are outside of work or academics.
- Ask yourself “Will this information help the potential employer learn more about how well I can do the job?”. If the answer is yes, include the information.

POSSIBLE TOPIC HEADINGS

- Leadership and Activities
- Community or Volunteer Service
- Publications
- Related Projects
- Professional Development
- Honors and Awards
- Presentations
- Skills
- Technology Skills
- Additional Certifications

FORMATTING TIPS

- Use bullets or columns
- Be sure to include any offices held
- Only include examples from college

EXAMPLES

LEADERSHIP AND ACTIVITIES

Cross Country and Track (2005 – Present; Division III Varsity Athlete)

Independent Women’s Service/Social Organization (2005 – Present)

- Executive Board Member: attended monthly meetings, upheld and enforced policies, oversaw various committees.
- Service Chair: encouraged organization members to participate in numerous service-oriented programs including Boys and Girls Club.
- Homecoming Committee Co-Chair: coordinated with co-chair group participation in homecoming festivities. Motivated members.

Student Government Association (2003 – 2006)

Service Trip to Augusta, GA (2006)

- Contributed to the building of a house for Habitat for Humanity

HONORS AND AWARDS

Dean’s List

St. Norbert College Trustees Academic Scholarship

Midtown Lions Club Scholarship for Service

Outstanding Senior in Spanish Award

SKILLS

- Able to quickly establish rapport with students and staff.
- Possess strong written and verbal communication skills.
- Comfortable in both individualized and team settings.

TECHNOLOGY SKILLS

- Familiar with Mac and PC
- Proficient with Microsoft Office, iMovie, iPhoto, Inspiration, Zangle Gradebook, and web design

PROFESSIONAL DEVELOPMENT

- Virtus Training: Learned to recognize warning signs of sexual abuse and communicate concerns
- Project WILD, Aquatic, and Project Learning Tree Workshop: Learned various ways to facilitate environmental learning and motivate students in the field of science

STUDY/TEACH ABROAD

SKILLS/ATTRIBUTES GAINED FROM INTERNATIONAL EXPERIENCE

Communication Skills

- Foreign language skills (Ex: Spanish, German, etc.)
- Lead others in formal/informal groups
- Effectively participate in group discussions with people from diverse backgrounds
- Identify and manage different needs of people and groups

Interpersonal Skills

- Global point of view
- Appreciation of diversity
- Cultural awareness
- Establish rapport quickly
- Understand an organization's culture
- Understand global dependence
- Sensitive to other cultural values, norms, customs and communication patterns
- Tolerant of differences
- Open to new ideas and practices
- Empathetic toward other perspectives

Organizational Skills

- General travel and navigational skills
- Successfully juggle multiple demands
- Able to prioritize
- Time management skills

Intrapersonal Skills

- Patience
- Function with a high level of ambiguity
- Achieve goals despite obstacles
- Take initiative and risks
- Accept responsibility
- Handle stress and difficult situations
- Learn/adapt quickly
- Cope with rejection
- Flexibility
- Assertive/self-confident
- Inquisitive
- Independence

EDUCATION

ST. NORBERT COLLEGE, De Pere, WI

Bachelor of Arts Degree in Spanish, May 2007

Certification: Early Adolescence – Adolescence (Secondary Education)

FUNDACION DE ORTEGA Y GASSET, Toledo, Spain, Spring 2005

Study abroad program with a focus on Spanish art, language and culture

Gained fluency in Spanish

Established cultural awareness and appreciation of diversity

INTERNATIONAL TEACHING EXPERIENCE

Student Teacher, Greenhills Primary School, Greensborough, Australia, October - December 2006

- Taught 5/6 Grade mixed classroom
- Created lesson plans for math, writing, and integrated studies
- Adapted quickly to educational setting in a new educational environment
- Developed global perspective of the variation of instructional methods
- Established quality relationships with students and fellow staff
- Adjusted assignments to meet the needs of different ability groups
- Studied students performance in order to identify needs and accomplishments
- Evaluated new literature tools used abroad

ACTIVITIES/AWARDS

Dean's List

Student Government Secretary

Make a Difference Day Volunteer ESL volunteer while studying abroad

Recipient of the Midwest Center of the Institute of International Education Scholarship to study abroad

FORMATTING

LENGTH: Education majors are allowed to have a **2 page resume!**

FONT SIZE: Use 10-12 point font.

SECTION HEADINGS: Use **bold** and/or CAPS to make these stand out

PRIORITIZE: Place your most important information toward the top.

ALWAYS CHECK FOR SPELLING AND GRAMMATICAL ERRORS: Check and recheck. Errors often occur when individuals attempt to complete a resume at the last minute. Prepare well enough in advance to avoid presenting a poorly written and error-laden final product.

EDIT UNTIL YOU ARE CERTAIN THE INFORMATION IS CLEAR AND CONCISE: Does this resume best reflect you? Is the information presented in an easy to read format?

REVIEW: Have several individuals review your resume to gather comments and suggestions. These individuals might include Career Services staff, your advisor, faculty members or supervising teachers with whom you have contact. In doing so, you will ensure your resume is comprehensive. Realize that opinions about resumes may vary among individuals. Ultimately, you will have to decide what is best for your situation.

FORMAT: There are a number of styles and formats that you may consider when creating your resume. **Avoid using templates** because they may not allow you to easily move information or change bullets, fonts or text sizes. **Always** create your resume by starting with a blank Word document. Determine which format best fits the type and amount of information you need to convey on your resume.

PAGE NUMBERS: Always include Your Name, Page 2 on the second page of your resume. It is always good to have that statement on the second page in case it gets separated from the first.

UNIQUE: Evaluate what separates you from other candidates. Does your resume reflect this?

PRINTING: Print your resume on quality paper using white or light-colored paper. Avoid paper with speckles that could look like dirt smudges or specks when sent as a fax or duplicated on a copier. Also, be sure to use a high quality laser printer. Ink jets tend to smear or “feather” on resume paper.

SAVE: Save your resume in more than one location. If you have it saved onto a hard drive, keep it saved in an alternate location for future reference.

AVOID REPETITION: If you have used the word “planned” to describe one task or responsibility in your experience section, use another word to convey the same message later, such as “coordinated” or “facilitated”.

NO PERSONAL INFORMATION: Do not include a photograph or other personal data information such as age, weight, height, marital status.

REFERENCES: Do not include references on your resume. They should always be a separate document.

SCANNABLE RESUMES: Many organizations now use computers to scan resumes, which allows employers to search for applicants using keywords. Tips for creating a scannable resume include: use keywords (included in responsibilities and/or requirements sections of the job posting); use industry jargon; use a traditional resume format; avoid italics, bold, underline; virtually no punctuation; provide white space between words

REMEMBER... your resume reflects you. Put your best foot forward!