



Student

Teacher Resume:

The basics and beyond

Edited by: Nicole Feml, Assistant Director



Teacher Candidate Skills and Attributes

- What districts look for in teacher candidates:
 - Certification Areas
 - Teaching Skills
 - Communication Skills (oral and written)
 - Passion/Enthusiasm for children
 - Dedication to Lifelong Learning
 - Flexibility/Adaptability
 - Team Player
 - Positive Attitude



The Resume

- What is a Resume:
The resume is a marketing tool...you are the product. It requires critical thinking skills such as analysis, synthesis and evaluation. It takes more time to write and edit than you may think. *Start early.*
- The Resume Goal :
To provide potential employers with a concise summary of your objective, experiences, skills, and qualifications in a way that creates interest from employers, ultimately leading to interviews



Breaking Down the Resume

- Resume Basics & the Big Five Questions
- Objective
- Education
- Certification
- Teaching Experience/Relevant Teaching Experience
- Supporting Experience
- Honors
- Professional Development
- Activities



Resume Basics

- Create as a Word document for more flexibility versus using a pre-designed template
- Set all margins to .5"; do not go lower than .3"
- Point size: name at 12 or 14, text at 11 or 12, but no smaller than 10, no larger than 12
- Font type: something professional and more "basic" like Times, Times New Roman, Arial or Courier
- Remove "white space" by single spacing lines
- Save as Word file and PDF – better to email as PDF
- Keep it to one page unless you have significant, relevant professional experience
- Use bullet points – easier to skim
- Make the objective specific – that means changing it each time you send resume
- List job title, organization, location, and dates for each experience
- Make use of different action verbs and watch the tense – must always be in past tense.
- Consistency counts!
- **Must be 100% error free – the smallest mistake can get the resume dismissed**



Objective

- Purpose is to inform reader of what you are seeking
- Provides some idea of your interests and plans in clear, concise manner
- Resume content should be relevant and supporting of objective

- Examples of a poor objective:
 - “An exciting and challenging position in teaching.”
 - “A position which will use my skills and allow me to develop professionally.”
- Examples of a good objective:
 - “To obtain a student teaching position teaching high school Social Studies.”



The Big Five

- FIVE questions you must ask (and attempt to answer) every time you write a bullet point...
 - What did I do? (duty)
 - Who was the population? (clientele)
 - How did I do it? (skill used)
 - Why did I do it? (purpose)
 - What was the outcome? (results)



Education

- Should be at the top of resume for upcoming and recent college graduates
- Make sure everything listed is accurate and concise
- List in reverse chronological order (most current/recent first)
- Know the degree and majors(s) you are receiving and list them appropriately
- Include your GPA, especially if it is a 3.0 or above – many districts are beginning to consider candidates based on GPA
- Do not include any high school information



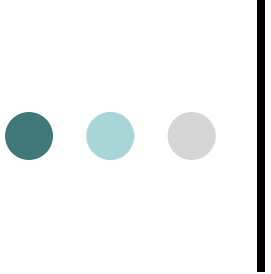
Certification

- Certification may be included within Education category, or as a separate category to emphasize it
- List each certification area on a separate line
- Provide any and all certifications that are current, as well as date received (this may include coaching certifications, CPR, etc.) or date anticipated for your teaching certification(s)



Experience

- Resume is NOT a laundry list of everything you have ever done – pick and choose and PRIORITIZE
- Know the keywords for your certification area and infuse them into the resume
- Include experience that is relevant (does not need to be paid experience), timely, demonstrates skills and work ethic, as well as longevity at position
- List most relevant experience first
- Some possible category headings: Teaching Related Experience, Teaching Experience, Community Service, Supporting Experience
- Ask and answer 5 questions for every bullet point you write
 - What did I do?
 - Who was the population?
 - How did I do it?
 - Why did I do it?
 - What was the outcome?



Honors/Professional Development/Activities

- Honors: if you have received honors during college you may list them with date received
- Professional Development: if you have attended relevant workshops, conferences, in-service teacher training (while student teaching) on or off campus it should be included
- Activities: participation in activities on campus (or off) during college career demonstrates interests, breadth, involvement – well-rounded person (Note, this could be listed in the “experience” or “education” sections sometimes)!
- Make sure to always check for relevancy and importance and prioritize accordingly



Create Strong Content That Sells

*Stronger , more compelling, and consistent content
increases the chance for an interview*

- Choose words that convey and support your **brand**, experiences, and accomplishments
- Explain skills used and results accomplished – do not simply list duties (review the “Big Five” questions)
- Prioritize content and bullet points with the most meaningful listed first
- Search the job description for clues in how to structure the resume
- Quantify and use numbers to add specificity and meaning to bullet points
- Begin bullet points with past-tense action verbs



Take Advantage of Strong Word Choice

- Don't copy bullets from the samples!
- Word choice matters so think before you write
- Repetition of verbs diminishes meaning and overall affect of message
- Use strong action verbs; stay away from “responsible for” or “duties included”
- Describe the duty or task using a strong past-tense action verb and including detail; answer the question...”What did I do (task)?”
- Remember general comments and generalized bullets do not make an impression and are quickly forgotten by the reader



Be Specific

- Talk about specific skills you used on the job or developed that allowed you to perform the work
- Answer the question, “How did I do it (task)?”
- Provide specific details, skills, numbers, subject, grade level, and curriculum in bullets to make your point

Then...

- Answer the question, “Why did I do it (task)?”
- Define the purpose of the task
- Provide results to show outcomes and accomplishments



Show Results

- Document; quantify if appropriate
- Answer the question, “Who was the population?”
- Answer the question, “What was the outcome?”
- Show how you and your abilities contributed positively to the school, organization, department
- Choose words wisely, but do not over inflate the outcome



Prioritize Content

- Most relevant and supporting material is at the top of the resume
- Same is true for bullet points; for each entry, review and prioritize by relevancy and support of position
- Prioritization may very well change depending on position to which you are applying
- Create multiple resumes based on position/district/grade level/skills sought
- Remember a resume is not a list of everything you have ever done – it is a document that “markets” your most relevant, supporting information to an employer