

Resume Writing Basics for Teachers

Berry College Career Center

Resume Sections

Contact Information: Name, address (campus and permanent), phone and email.

Objective: An objective focuses a resume. This statement should be concise and specific. You may want to call this section "Teaching Objective." If applying for a secondary education position, you may want to include extracurricular activities you are willing to sponsor.

Examples:

1. Elementary Teaching Position, K-6, High School Mathematics Teacher
2. Secondary or middle school position in science. Qualified and interested in coaching track, volleyball or swimming.

Education: College name, city, state; degree (Bachelor of Arts or Bachelor of Science); your major(s); and date of graduation. Other optional information might include: relevant courses; course projects; honors/scholarships; GPA (if it is a 3.0 or better); or % of your education that you financed. List any and all certifications and dates. If you transferred, list the name of other school(s), city and state, and dates you attended.

Professional Preparation: Include your student teaching experience, practica, and any other teaching experience you have had. Employers prefer the reverse chronological format. List the most recent job first, the next most recent and so on. It is easy to read and identifies your work experience clearly. You need to include all the important information: Job title, name of employer, city, state, and dates of employment. Use Action Verbs and transferable skills to describe your accomplishments and skills in powerful concise statements.

Other Experience: Include campus jobs, and other employment, volunteer work, etc. Especially include any experiences where you have worked with children or adolescents. Only include jobs that you have held since high school unless it is relevant to your teaching aspirations.

Optional Sections:

1. *Activities:* List campus or community activities you've been involved with while in college. List the name of the organization, positions held (if any), dates of involvement, and any achievements. You may include a brief description if necessary.

2. *Special skills:* List any relevant skills for the position to which you are applying (i.e. computer or foreign language skills)

3. *Honors/Awards/Scholarships:* Focus on special achievements or recognitions. If listing scholarships, describe their nature (i.e. academic, leadership based, etc.).

References: You may state that your references are available from the Career Center and give the address and phone number. If you have not already done so, ask about starting a credential file for your reference letters. Reference information should go on a separate sheet of paper. List 3-5; be sure to include Berry and non-Berry references.

Name
Title
Address
Phone Number
E-mail

Resume Rules/Hints/Tips

- Always send a cover letter with your resume.
- Review and revise your resume as needed.
- A resume may be folded and mailed in a regular-sized business envelope.
- Plan for a one-page resume, if your experience requires additional pages, ensure your most pertinent information is first.
- Use concise, positive phrases beginning with action verbs.
- Use indented and "bulleted" statements.
- Quantify amounts, frequencies and dollar values where they enhance your job description.
- Edit, proofread, and spell-check for errors.
- Don't use resume(s) with job objectives different from the position for which you have applied.
- Don't list any personal information of any kind or include pictures.
- Don't state race, religion, marital status, or political affiliation
- Don't list references (exceptions: journalism, art).
- Don't list street address of former employers.
- Don't explain unrelated information in detail. Save your explanations for the interview.
- Don't use pronouns such as "I," "me," or "my" in your resume.
- Don't use personal evaluations (such as "learned a great deal through this experience").
- PROOFREAD! PROOFREAD! PROOFREAD! (in other words, edit very carefully!).
- Use italics, bold, underlining, etc. to emphasize and highlight, but don't over do it.
- You must target your resumes for each type of position you are seeking.
- Use good quality resume paper...white or ivory are the most acceptable colors.
- Keep font, font size and spacing consistent throughout.
- If you would like assistance with the resume writing process, please contact the Career Center.

Berry College Career Center

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706-236-2292

www.berry.edu/stulife/career

BERRY COLLEGE

Experience it Firsthand

DEBBIE FOWLER

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Present Address (until 5/5/12)

Post Office Box 490551
Mount Berry, Georgia 30149
(706) 236-2294

Permanent Address

1530 Sweetbriar Road
Duluth, Georgia 30520
(770) 280-5094

Objective To teach Preschool – Fifth grade with Cobb County Schools

Education **Berry College**, Mount Berry, Georgia, May 2012
Bachelor of Science, Early Childhood Education Major
Overall GPA: 3.89/4.00

Passed “Name of Appropriate Content Assessment” GACE exam

Certifications T-4, Early Childhood Education (P-5); ESOL Endorsement

Professional Preparation **Glenwood Elementary School**, Rome, Georgia
August 2011 – April 2012, First Grade
Taught lessons in spelling, math, reading, vocabulary, and phonics. Planned lessons for and taught a small reading group for remedial readers using Words Their Way, Guided Reading, and leveled texts. Implementing calendar time. Developed and incorporated new ideas and lessons into the classroom teacher’s regular repertoire. Created and oversaw a center activity every week, monitored student work, and oversaw regular morning routine duties. Attended SST meetings, faculty meetings, and team meetings. Planned and taught a two-week thematic unit on friendship and symmetry. Arranged bulletin boards, took full responsibility of the classroom for two weeks, and scheduled and arranged meetings with the principal. Took charge while classroom teacher was absent. Met and worked with student’s parents on organizing parties, make-up work, and classroom needs. Conferenced with parents on student’s progress.

Armuchee Elementary School, Rome, Georgia, Practicum Student
January 2011 – April 2011, First Grade
Administered diagnostic reading tests on one child and implemented corrective strategies. Planned, created and executed weekly Reading Recovery lessons. Compiled a reading portfolio of the student’s growth and learning, and kept a journal of student’s achievements and self-evaluation.

Roan Elementary School and The International Inclusion Center, Dalton, Georgia, Practicum Student, May 2011, Kindergarten, Pre-school, Multi-age Third and Fourth Grade, Multi-age Sixth and Seventh Grade
Observed behavior and learning in the classrooms, took extensive notes on the culture and the learning experience, observed ESOL teacher and regular classroom reading teacher. Met families and conducted interviews with adults and students. Compiled a portfolio of my findings and my journal reflections during this independent study.

Glenwood Elementary School, Rome, Georgia, Practicum Student

January – April 2010, Kindergarten

Prepared, organized, consulted with professors and classroom teacher, and implemented a week long integrated thematic unit on plants. Created an interactive bulletin board and supervised the classroom in planting flowers in the school's front flower boxes. Observed regular classroom teacher. Taught lessons in literacy, including sequencing events in a story, structure of a story, and story mapping. Planned lessons and unit with another education student and team-taught. Kept a journal to evaluate classroom experiences.

Berry College Child Development Center, Mount Berry, Georgia,

Teacher Aide, January 2010 – April 2011, Preschool

Assisted teacher with students with classroom activities appropriate for each stage of development, serving children three to five years old. Prepared meals and attended to physical and emotional needs of students. Created bulletin boards and organized learning centers.

West Central Elementary School, Rome, Georgia, Practicum Student

September 2009 – December 2009, Fourth Grade

*Other
Teaching
Experience*

Sylvan Learning Center, Dalton, Georgia

Office Worker, August 2009 – May 2010

Worked to establish the first Sylvan Learning Center in the community. Created scheduling process and student transition procedures for teachers. Ensured that lessons started and ended on time. Took payments and scheduled appointments for director. Pulled books from extensive library that was needed for individual student instruction.

Berry College Academic Learning Center, Mount Berry, Georgia

Academic Tutor, August 2007 – May 2008

Tutored three middle grades students one-one-one in mathematics, writing, and social studies. Consulted with parents on learning progress. Gained insight into various developmental learning issues.

Camp Grandview YMCA, Millbrook, Alabama,

Camp Counselor, Summers 2007 – 2010

Facilitated educational and recreational activities for children ages 5-13.

Communicated during meetings with parents to work through various concerns.

*Work
Experience*

Berry College Memorial Library, Mount Berry, Georgia

Circulation Student Supervisor, January 2009 – May 2009

Supervised two student workers. Assume responsibility for opening and closing library. Assisted patrons.

Berry College Post Office, Mount Berry, Georgia

Student Supervisor, August 2008 – December 2008

Trained and supervised other student workers, assembled and metered presorted first class mail, assisted customers, sorted and distributed mail.

*Honors and
Activities*

Kappa Delta Pi Education Honor Society

Student Georgia Association of Educators

Omicron Delta Kappa Leadership Honor Society

Rollins Work Award for outstanding work performance

Berry College Academic Scholarship

Application Letter Example

21 Main Street
Rome, GA 30165
Month Date, Year

Dr. Suzanne M. Martin, Principal
E. Central High School
1212 Center Street
Dunwoody, GA 44060

Dear Dr. Martin:

Please consider this letter and enclosed resume as an indication of my interest in applying for the English Teacher opening at E. Central High School for the 2011-2012 academic year. I learned of the vacancy through the Career Center at Berry College. Currently I am completing my student teaching and will graduate this May with a certification in Secondary English.

As my resume details, I have experience working with children and youth of a variety of ages. My college course work and field experience have prepared me for teaching at the high school level. While I believe college-bound students need a strong background in English literature and composition, I also believe vocationally oriented students benefit from an English class designed to meet their needs. I have worked with a cooperating teacher who has enjoyed outstanding success in teaching both college and non-college bound students, and she has helped me integrate teaching theory with reality.

Although I will be teaching high school students, my experience as a camp counselor for children ages 5-12 helped me gain a better understanding of the stages through which children progress. This experience also allowed me to meet with the parents of each camper allowing me to improve my communication skills.

I realize that East Central High School provides students with many options to participate in extracurricular activities. While being a prepared and effective teacher is my first priority, I also want to contribute as a coach or faculty supervisor for one or two activities. I've enjoyed participating in several activities in high school and college, and I look forward to continuing my participation as a teacher.

I welcome the opportunity to speak with you in person or over the phone at your convenience to further discuss my qualifications and the teaching position at E. Central High School. Thank you for your consideration.

Sincerely,

Beverly S. Smith

Enclosure

Please keep in mind that this letter is just a sample and not intended to fit every occasion. You should structure your letter to highlight your unique qualifications!

ACTION VERBS - Adapted, enlarged list inspired by Employment Department of Palo Alto, CA Management Skills

Management Skills

administered
analyzed
assigned
attained
chaired
contracted
consolidated
coordinated
delegated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised

Communication Skills

addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured
mediated
moderated
motivated
negotiated

persuaded
promoted
publicized
reconciled
recruited
spoke
translated
wrote

Research Skills

clarified
collected
criticized
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed
systemized

Technical Skills

assembled
built
calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
trained
upgraded

Teaching Skills

adapted
advised
clarified
coached
communicated
coordinated
developed
enabled
encouraged
evaluated
explained
facilitated
guided
informed
initiated
instructed
persuaded
set goals
stimulated

Financial Skills

administered
allocated
analyzed
appraised

audited
balanced
budgeted
calculated
computed
developed
forecast
managed
marketed
planned
projected
researched

Creative Skills

acted
conceptualized
created
designed
developed

directed
established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

Helping Skills

assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized

guided
referred
rehabilitated
represented

Clerical or Detail Skills

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated

organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systemized
tabulated
validated