

2

EDUCATION EMPLOYMENT GUIDE:

EXPLORE YOUR FUTURE TODAY

**NORTHERN ILLINOIS
UNIVERSITY**

CAREER SERVICES

**DIVISION OF
STUDENT AFFAIRS**

**CAMPUS LIFE BUILDING
ROOM 220**

(815) 753-1641

**CAREERSERVICES
@NIU.EDU**

**WWW.NIU.EDU/
CAREERSERVICES**



JOB SEARCH TIMETABLE

4 – 5 MONTHS PRIOR TO GRADUATION:

- _____ Finalize your résumé. Have it reviewed at edresumes@niu.edu and print it on white high quality paper.
- _____ Network by contacting family, friends, and faculty members to inform them of your career plans. Give each contact a copy of your résumé.
- _____ Identify references (good possibilities: supervisors of your pre-practicum experiences) and ask them to prepare letters of recommendation for your credential file. Letters must be originals, written on school letterhead stationery. Request credentials at: credentials@niu.edu
- _____ See a career counselor at NIU Career Services if you have job search questions, or e-mail your questions to careerservices@niu.edu
- _____ Check with NIU Registration & Records and the Bursar's Office to ensure that you have no deficiencies or encumbrances.
- _____ Begin checking the Career Services Web site (www.niu.edu/CareerServices) and publish your résumé on Victor eRecruiting.
- _____ Contact schools advertising for teachers in your field to complete application process.
- _____ Begin keeping a log of key events in your final student teaching experience so that you can talk about them in an interview.
- _____ Moving out of Illinois? Check certification transfer requirements at www.uky.edu/education/TEP/usacert.html

3 MONTHS PRIOR TO GRADUATION:

- _____ Complete your credential file forms online and submit them to Career Services.
- _____ Send completed applications to school systems with a cover letter, résumé and other requested materials – or complete materials online.
- _____ Make sure that you have registered for teacher certification through OTIS.

1 – 2 MONTHS PRIOR TO GRADUATION:

- _____ Attend Mid-America Educators' Job Fair at the Convocation Center (December grads should attend in the spring prior to graduation).
- _____ Research school systems that interest you.
- _____ Send thank-you letters to helpful people and to administrators with whom you have interviewed.
- _____ Continue to follow up by phone and e-mail with schools of interest.
- _____ Continue to monitor job listings regularly.
- _____ If possible, invite your principal to observe you, so that s/he can write a letter of recommendation for you.

MAY – JULY (NOVEMBER – DECEMBER FOR DECEMBER GRADS):

- _____ Just before graduation, check to ensure that your credential file is complete.
- _____ Maintain close communication with your network of contacts.
- _____ Continue to monitor job listings, complete applications, interview, and write thank-you letters.
- _____ Begin to carefully consider job offers. Make sure that you are aware of all terms, considerations and expectations of employment. Ask for time to consider offers carefully. Discuss offers with those close to you.

AUGUST/DECEMBER-JANUARY:

- _____ If you have accepted an offer, inform Career Services and "unpublish" your Victor eRecruiting résumé.
- _____ If you haven't accepted an offer, continue to peruse all unfilled positions.
- _____ **CELEBRATE YOUR NEW JOB!**

** Adapted from material originally prepared at Miami University of Ohio and from the AAEE Job Search Handbook for Educators (AAEE)

Credentials: credentials@niu.edu

Résumé critiques: edresumes@niu.edu

TABLE OF CONTENTS

Resume Writing Tips	1
Thesaurus	2
Resume Sample #1: Secondary	6
Resume Sample #2: Elementary	7
Resume Sample #3: Special Education	9
Resume Sample #4: Special (Physical Education/Health)	11
Resume Sample #5: Special (Art)	13
Resume Sample #6: Special (Music)	15
Resume Sample #7: Special (Experienced Teacher)	17
Candidate Tips for Chicago Public Schools	19
Resume Sample #8: Special (Chicago Public Schools)	20
Sample Reference Sheet	21
Cover Letter Description	22
Thank You Letter Description	23
Teacher Interviews	24
Questions Education Candidates Can Ask	26
Websites for Educators	27
Regional Offices of Education	28
Victor eRecruiting Quick Start Guide	29
Teaching as a Career Change	30
Salary/Benefit Considerations	31

RÉSUMÉ WRITING TIPS for Candidates Seeking Positions in Education

IDENTIFYING INFORMATION

- Name
- Address and phone number
- email address
- Website

OBJECTIVE

- **State briefly what kind of position you would like**
 - Position as an elementary teacher
 - Position teaching history at the secondary level; willing to coach basketball
 - Special Education teaching position in the area of Learning Disabilities

EDUCATION

- **List all college degrees, beginning with the most recent**
 - Degree; month and year of graduation
 - Institution, city, state
 - Major, minor and/or areas of concentration or emphasis
 - Certifications and endorsements

EXPERIENCE (use action verbs to begin each phrase)

- **Professional Experience**
 - Actual teaching experiences
 - Student teaching
 - Pre-clinical experiences (if they add something vital or interesting to your experience base)
 - Teacher aide/substitute teaching experience
 - Tutoring
 - Coaching
- **Related Experience**
 - Internships and assistantships
 - Camp and residence hall counseling
 - Social service work involving youth
- **Additional Experience**
 - Any other jobs that demonstrate transferable skills or notable work history

ELEMENTS TO CONSIDER IN DESCRIBING EXPERIENCES

- **Special populations you've worked with:**
 - Physically, visually, or hearing impaired
 - ESL/ELL/EFL/bilingual
 - Inclusion/mainstreamed students
 - Exchange students
 - Gifted or slow learners
- **Special activities: plays, musicals, dances...**
- **Field trips: where did you go?**
- **Multi-level, cross-disciplinary, or team teaching; integrated curriculum**
- **Parent conferences, staffings, IEP development**
- **Special testing or evaluation of student progress**
- **Professional conferences and in-services attended (give topics)**
- **Special units and bulletin boards (give specific examples of interesting ones)**
- **Special methodologies used**
- **Coaching activities**
- **Extra duties (playground, lunchroom, study hall, bus, etc.) requiring supervisory skills**

OPTIONAL AREAS

- **Special Competencies:** Foreign language fluency, computer/technical expertise, licensures, non-education certifications
- **Professional Activities/Memberships (indicate any leadership roles/offices held)**
- **Publications, Presentations**
- **Honors, Activities, Interests**

DO NOT INCLUDE

- Picture
- Age/date of birth, marital status, number of children, health status
- Religious preference (unless applying to a parochial school)
- Ethnic origin
- Membership in controversial organizations (right-to-life, pro-choice, NRA, etc.)
- Words such as "various" or "numerous" (be specific instead), "duties included..." or "responsible for..."
- High school experiences

THESAURUS

Accelerated

Hastened
Quickened
Advanced

Accomplished

Completed
Finished

Achieved

Executed
Overcame
Reached
Realized

Acted

Operated
Performed

Activated

Energized
Stimulated
Vitalized

Adapted

Accommodated
Adjusted

Addressed

Concentrated
Focused

Adjusted

Acclimatized
Familiarized

Administered

Administrated
Executed
Governed
Supervised

Advanced

Encouraged
Fostered
Promoted

Advised

Conferred
Consulted

Advocated

Encouraged
Favored

Aided

Assisted
Helped

Allocated

Allowed
Apportioned
Assigned

Analyzed

Dissected
Examined

Answered

Rejoined
Replied
Responded
Returned

Applied

Pertained
Pressed
Related
Urged

Appraised

Assessed
Estimated
Evaluated
Rated
Surveyed
Valued

Approved

Accepted
Favored

Arbitrated

Judged
Umpired

Arranged

Disposed
Ordered
Organized
Systematized

Assembled

Called
Convened
Summoned

Assessed

Appraised
Evaluated

Assigned

Allocated
Allotted
Allowed
Gave

Attained

Accomplished
Achieved
Gained
Reached
Won

Audited

Analyzed
Examined
Inspected
Reviewed
Scanned

Augmented

Compounded
Enlarged
Expanded
Extended
Heightened
Increased

Authorized

Approved
Facilitated
Enabled
Endorsed
Promoted

Awarded

Allotted
Assigned
Endowed

Balanced

Adjusted
Compensated
Corresponded
Outweighed
Redeemed

Began

Commenced
Inaugurated
Initiated
Launched

Boosted

Heightened
Hiked
Increased
Raised

Built

Constructed
Manufactured

Calculated

Computed
Estimated
Figured

Captivated

Allured
Attracted
Charmed
Enchanted
Fascinated

Cataloged

Enrolled
Inscribed
Listed

Charted

Arranged
Designed
Devised
Planned

Checked

Corrected

Clarified

Cleared up
Explained
Illustrated
Settled

Collected

Assembled
Gathered

Combined

Associated
Connected
Joined
Linked
United

Communicated

Conveyed
Discovered
Transmitted

Compared

Assimilated
Equated
Matched

Conceived

Envisioned
Visualized

Completed

Concluded
Ended
Finished

Composed

Comprised
Created
Formed
Made-up

Condensed

Compressed
Contracted
Shrunk

Conferred

Awarded
Consulted
Gave
Granted

Consolidated

Compacted
Unified

Constructed

Assembled
Built
Fabricated
Formed
Made
Produced

Consulted

Advised
Carried through
Conferred
Continued
Endured
Persisted

Contributed

Aided
Assisted
Helped

Controlled

Composed
Contained
Regulated
Restrained

Converted

Impelled
Moved
Persuaded
Swayed

Conveyed

Channeled
Communicated
Conducted
Transmitted

Convinced

Assured
Persuaded
Prompted
Satisfied

Coordinated

Accommodated
Arranged

Corresponded

Agreed
Approached
Conformed

Counseled

Advised
Directed
Recommended
Suggested

Created

Composed
Formulated
Generated
Made
Originated
Produced

Critiqued

Commented
Criticized
Reviewed

Cultivated

Developed
Educated
Fostered
Instructed
Managed
Nourished
Nurtured
Produced

Decided

Concluded
Determined
Figured
Resolved
Settled

Defined

Described
Prescribed

Delegated

Administered
Appointed
Assigned
Delivered
Designated
Gave
Selected

Demonstrated

Displayed
Exhibited
Illustrated
Showed

Designed

Arranged
Constructed
Created
Planned

Detected

Encountered
Found

Determined

Decided
Destined
Performed

Developed

Amplified
Elaborated
Enlarged
Expanded

Devised

Concocted
Created
Invented
Planned

Diagnosed

Determined
Distinguished
Identified

Directed
Conducted
Controlled
Guided
Managed

Discovered
Revealed
Unmasked

Displayed
Exhibited
Revealed
Showed

Distributed
Circulated
Disbursed
Dispensed
Divided

Documented
Recorded

Drafted
Formulated
Outlined
Prepared
Sketched

Earned
Acquired
Deserved
Won

Educated
Disciplined
Instructed
Taught

Effected
Caused
Enforced
Implemented

Eliminated
Accented
Accentuated
Dismissed
Emphasized
Excluded
Highlighted
Marked
Removed

Employed
Engaged
Exercised
Utilized

Encouraged
Fostered
Inspired
Nourished

Enforced
Effected
Engineered
Maneuvered
Wangled

Enhanced
Deepened
Heightened
Intensified
Magnified

Enlarged
Amplified
Developed
Elaborated
Expanded

Enlisted
Enrolled
Joined

Ensured
Assured
Diverted
Entertained
Insured
Recreated
Secured

Established
Constituted
Created
Enacted
Instituted

Estimated
Appraised
Approximated

Assessed
Calculated
Computed
Evaluated
Rated

Evaluated
Appraised
Assessed
Classified
Estimated
Rated

Executed
Achieved
Administrated
Implemented
Performed

Expanded
Developed
Elaborated
Increased

Experienced
Proficient
Skilled
Versed

Explained
Clarified
Explored
Expounded
Inquired
Interpreted
Investigated
Probed

Expressed
Formulated
Signified
Stated

Extended
Expanded
Offered
Presented

Fashioned
Fabricated
Formed
Produced

Focused
Concentrated

Formed
Composed
Constructed
Developed
Fabricated
Fashioned
Produced

Formulated
Devised
Drafted
Expressed
Prepared

Fostered
Cultivated
Encouraged
Promoted

Found
Based
Completed
Established
Executed
Fulfilled
Implemented
Performed
Satisfied

Furnished
Equipped
Provided
Supplied

Gained
Accomplished
Achieved
Acquired
Attained
Earned
Improved
Secured

Gathered
Assembled
Collected
Deducted
Derived

Generated
Created
Originated
Produced

Governed
Administered
Directed
Executed

Granted
Acknowledge
Allowed
Awarded

Guaranteed
Certified
Ensured

Guided
Conducted
Directed
Piloted

Handled
Exercised
Governed
Managed
Operated
Utilized

Headed
Addressed
Directed
Originated

Heightened
Enhanced
Expanded
Increased
Intensified

Hired
Chartered
Employed
Engaged

Identified
Distinguished
Recognized

Illustrated
Clarified
Demonstrated
Exemplified
Explained

Implemented
Applied
Enforced
Employed
Executed
Fulfilled
Improved
Enlightened

Incorporated
Combined
Embodied
Integrated

Increased
Expanded
Heightened
Raised

Influenced
Affected
Impressed
Inspired

Initiated
Commenced
Introduced
Launched

Inspected
Examined
Studied
Surveyed

Inspired
Exhilarated
Impressed
Influenced

Installed
Ensconced
Inducted
Initiated

Instituted
Created
Established
Introduced
Launched
Originated

Instructed
Created
Directed
Trained

Interpreted
Described
Explained
Expounded

Integrated
Blended
Coordinated
Incorporated
Unified

Introduced
Initiated
Instituted

Invented
Contrived
Devised
Formulated

Involved
Affected
Concerned
Implicated

Issued
Emanated
Originated
Published

Joined
Associated
Combined
Connected
Related
United

Judged
Collected
Concluded
Deducted
Deducted
Derived
Inferred

Launched
Began
Commenced
Embarked
Initiated
Introduced
Originated

Lead (led)
Conducted
Directed
Guided
Introduced

Lectured
Addressed

Listened
Attended
Heeded

Located
Placed
Positioned
Sited
Situating

Maintained
Presented
Provided
Supported
Sustained

Managed
Conducted
Directed
Governed
Operated
Oversaw
Supervised

Measured
Determined
Gauged
Scaled

Mediated
Interceded
Intermediate
Intervened

Merged
Blended
Compounded
Intermingled
Mingled
Mixed

Mobilized
Activated
Circulated
Moved
Propelled

Modified
Altered
Changed
Refashioned
Turned

Monitored
Controlled
Oversaw
Watched

Motivated

Excited
Galvanized
Moved
Provoked
Roused
Stimulated

Navigated

Directed
Mapped out

Negotiated

Adjusted
Agreed
Arranged
Bargained
Contracted
Settled

Observed

Distinguished
Noted
Noticed
Perceived
Saw
Viewed

Obtained

Acquired
Gained
Got
Secured

Opened

Began
Cleared
Exposed
Freed
Initiated
Released
Revealed
Started
Uncovered

Operated

Administered
Handled
Oversaw
Ran
Supervised

Orchestrated

Arranged
Blended
Harmonized
Integrated
Unified

Ordered

Adjusted
Arranged
Classified
Disposed
Organized
Regulated

Originated

Acted
Behaved
Commenced
Conducted
Created

Functioned

Generated

Handled

Initiated

Managed

Maneuvered

Operated

Performed

Outlined

Bordered

Defined

Drafted

Sketched

Overhauled

Fixed

Mended

Overtook

Patched

Rebuilt

Reconstructed

Oversaw

Chaperoned

Overlook

Supervised

Surveyed

Participated

Entered into

Joined in

Shared

Performed

Accomplished

Achieved

Behaved

Completed

Enacted

Executed

Fulfilled

Functioned

Implemented

Operated

Persuaded

Convinced

Prevailed

Pinpointed

Determined

Diagnosed

Distinguished

Identified

Placed

Recognized

Spotted

Pioneered

Created

Made

Originated

Placed

Established

Fixed

Laid

Put

Settled

Planned

Arranged

Contemplated

Designed

Devised

Drafted

Organized

Outlined

Played

Diverted

Enacted

Engaged

Handled

Prepared

Drafted

Fixed

Formulated

Framed

Made

Presented

Addressed

Directed

Gave

Offered

Presided

Carried on

Conducted

Controlled

Directed

Managed

Prevented

Anticipated

Averted

Deferred

Printed

Imprinted

Stamped

Wrote

Processed

Proceeded

Produced

Built

Constructed

Created

Cultivated

Fabricated

Formed

Generated

Grew

Manufactured

Originated

Raised

Yielded

Programmed

Scheduled

Set up

Projected

Arranged

Conceived

Designed

Devised

Envisioned

Featured

Proposed

Aimed

Contemplated

Designed

Intended

Preferred

Proved

Demonstrated

Determined

Established

Examined

Showed

Tested

Provided

Delivered

Dispensed

Gave

Supplied

Transferred

Published

Advertised

Announced

Declared

Proclaimed

Purchased

Bought

Took

Qualified

Authorized

Characterized

Entitled

Raised

Assembled

Collected

Elevated

Instigated

Lifted

Produced

Provoked

Upheld

Ran

Acted

Directed

Extended

Handled

Made

Worked

Rated

Judged

Reached

Accomplished

Achieved

Approached

Attained

Contacted

Extended

Gained

Realized

Realized

Accomplished

Attained

Conceived

Envisioned

Featured

Imagined

Thought

Visualized

Recommended

Acclaimed

Advised

Commended

Counseled

Reconciled

Accommodated

Attuned

Conformed

Coordinated

Harmonized

Integrated

Tuned

Recorded

Indicated

Marked

Registered

Reduced

Decreased

Diminished

Lessened

Lowered

Referred

Applied

Ascribed

Assigned

Attributed

Resorted

Submitted

Refined

Perfected

Polished

Smoothed

Regulated

Adjusted

Tuned up

Reinforced

Energized

Fortified

Strengthened

Related

Applied

Associated

Combined

Described

Joined

Linked

Narrated

Pertained

Reported

Restated

United

Reorganized

Rearranged

Reconstituted

Reconstructed

Reordered

Reoriented

Replaced

Changed

Reinstated

Restored

Returned

Shifted

Reported

Described

Recited

Related

Stated

Represented

Depicted

Described

Imaged

Interpreted

Pictured

Portrayed

Researched

Inquired

Investigated

Probed

Responded

Answered

Replied

Returned

Responsible

Accountable

Answerable

Liable

Restored

Recalled

Reclaimed

Recovered

Reestablished

Refurbished

Reinstated

Reintroduced

Rejuvenated

Renewed

Revived

Revamped

Mended
Rebuilt
Reconstructed
Redrafted
Repaired
Revised
Rewrote

Reviewed

Reconsidered
Reevaluated
Reexamined

Revised

Redrafted
Redrew
Restyled
Reworked
Rewrote

Revitalized

Reactivated
Rekindled
Renewed
Resurrected
Retrieved
Revived

Saved

Maintained
Preserved
Sustained

Scheduled

Booked
Carded
Listed
Recorded
Timed

Screened

Fended
Protected
Secured
Shielded

Searched

Examined
Inspected
Rummaged
Scanned
Scoured

Secured

Acquired
Assured
Insured
Obtained
Protected
Shielded

Selected

Chose
Elected
Opted (for)
Preferred

Shaped

Assembled
Built
Constructed
Fabricated
Formed
Framed
Made
Molded

Simplified

Streamlined

Simulated

Acted
Assumed
Resembled

Marketed
Merchandised
Retailed
Vended

Solved

Fixed
Resolved
Worked out

Specialized

Enumerated
Itemized
Particularized
Specified

Specified

Mentioned
Named

Started

Began
Created
Established
Initiated
Organized

Streamlined

Simplified

Strengthened

Encouraged
Energized
Reinforced

Studied

Contemplated
Examined
Inspected
Surveyed

Suggested

Implied
Indicated
Insinuated

Summarized

Summed
Synopsisized

Supervised

Oversaw
Superintended

Supplied

Delivered
Dispensed
Provided
Transferred

Supported

Advocated
Encouraged
Endured
Provided
Sustained
Upheld

Surpassed

Exceeded
Excelled
Trumped

Surveyed

Assessed
Evaluated
Examined
Inspected
Overlooked
Oversaw

Sustained

Abided
Endured
Preserved
Upheld

Synthesized

Arranged
Harmonized
Integrated
Unified

Systematized

Arranged
Ordered
Organized

Targeted

Aimed

Taught

Disciplined
Educated
Instructed
Trained

Terminated

Adjourned
Closed
Completed
Dismissed
Finished
Left
Resigned

Tested

Checked
Demonstrated
Examined
Proved
Tried

Totaled

Added
Aggregated
Subtracted

Tracked

Covered
Traced
Trailed

Traded

Changed
Exchanged
Substituted

Trained

Enticed
Instructed
Reeducated

Transformed

Changed
Converted
Transferred
Translated
Transposed

Translated

Converted
Rendered
Transposed

Transmitted

Dispatched
Forwarded
Routed
Sent

Uncovered

Disclosed
Discovered
Revealed
Unveiled

Undertook

Attempted
Engaged

Unified

Concentrated
Integrated
United

Updated

Modernized
Refreshed
Refurbished
Rejuvenated
Renewed

Upgraded

Advanced
Elevated
Preferred
Promoted

Used

Applied
Employed
Exercised
Handled
Served
Utilized

Utilized

Applied
Employed
Handled
Used

Validated

Confirmed
Justified
Verified

Verified

Confirmed
Justified
Validated

Widened

Broadened

Won

Accomplished
Achieved
Attained

Worked

Acted
Handled
Operated
Performed
Ran

Wrote

Inscribed

JOHN Q. STEVENSON

21 Sloan Dr; Joliet, IL 60435; 815-555-5723; JQStevenson@aol.com

CAREER OBJECTIVE

A position teaching social studies at the secondary level; willing to coach golf or track.

EDUCATION

Northern Illinois University, DeKalb, IL

Certification: Illinois Type 09, December 2008; **Endorsements:** History, Psychology, Sociology, Anthropology, Political Science, and Middle School Social Sciences

Lewis University, Romeoville, IL

Bachelor of Science in History, Minor in Psychology, December 2004

TEACHING EXPERIENCE

Student Teacher, Lockport Township High School, Lockport, IL, Fall 2008

- Planned and instructed units and daily lesson plans for four classes: senior level modern European history, sociology, and freshman introductory western civilization.
- Emphasized the importance of writing skills and development of interpretive thought through journaling and feedback.
- Incorporated current events in all classes to establish a sense of relevancy.
- Contributed to an in-service day by presenting a student teacher's perspective on mentoring.

Substitute Teacher, Joliet Township High School, Joliet, IL, August 2005 – May 2007

- Substituted on a short and long-term basis at the primary and secondary levels for a district with demographic characteristics of a large urban center.
- Taught every major academic and vocational discipline; instructed in special needs settings including LD, BD, EMH and EFL.
- Tailored behavioral management strategies to needs of individual classes.
- Actively supported and recognized students for academic and co-curricular achievements.
- Consistently cited by peers for professionalism, devotion, and conscientiousness.
- Spontaneously created enrichment activities for classrooms where teacher had left no plans.

COACHING EXPERIENCE

Coach, Boys' Track and Field, Lockport and Joliet Township High School, Lockport, IL, Fall 2008

- Coached members of track team who specialized in weight events (shot put and discus).
- Served as event official or school representative at all track meets.
- Provided encouragement and support after individual and team losses.

Track and Field Official, Will County High Schools, Will County, IL, Spring 2007

- Timed and judged field events at nine meets, including prestigious invitationals and sectionals.
- Debated difficult or controversial decisions and worked to achieve consensus.

ADDITIONAL EXPERIENCE

Driver, Administrator and Owner, Airport Limo, Inc., Romeoville, IL, 2001 – Present

- Rapidly and efficiently transport travelers from the south suburbs to Midway and O'Hare Airports.
- Supply information on area attractions, accommodations and services.

Manager, Tool Time Rentals, Inc., Joliet, IL 2004 – 2005

- Hired, trained and supervised a staff of three full-time and eight part-time workers.
- Negotiated contracts with individual clients and organizational representatives.

ACTIVITIES

- **Men's Track Team**, Lewis University, Spring 2003 – 2004
- **Staff Writer**, Daily Junket (student newspaper), Lewis University, 2001 – 2002

MARY JANE SMITH

1234 Lincoln Avenue
Zion, Illinois 60099
847-623-9991
mjsmith7839@aol.com

OBJECTIVE

An elementary teaching position.

EDUCATION

Northern Illinois University, DeKalb, IL

Bachelor of Science in Education, Elementary Education, May 2008

Certification: IL Type 03; Middle School Endorsements: Language Arts, Social Sciences, General Science

College of Lake County, Grayslake, IL

Associate in Science, December 2005

SPECIAL SKILLS

- Language: basic knowledge of Spanish
- Technology: Microsoft Office Suite, LiveText, Grade Pro, Photoshop, Dreamweaver

TEACHING EXPERIENCE

Student Teacher, Spaulding Elementary School, Gurnee, IL, August – October 2007

- Designed and introduced lessons in all subjects for children in grade 5.
- Team-taught a unit on the prairie culminating in a 3-day/2-night experience at Morton Arboretum.
- Guided students in writing student research papers, including note taking, outlining, rough draft writing and editing, and final draft production with bibliography.

Student Teacher, Central Junior High School, Zion, IL, October – December 2007

- Created and presented lessons in math and science for children in grade 6; placed special emphasis in writing across the curriculum.
- Modified content and adjusted lessons and tests in math and science for students in the English as a Second Language program.

Clinical Experience, Shabonee School, Northbrook, IL, Spring 2007

- Conducted spelling and reading lessons for 25 students in grade 3.
- Instructed students in social studies on geographic aspects of community.
- Administered spelling tests and assisted in instruction of beginning paragraph writing.
- Worked with the FOSS Science Curriculum and TrailBlazers Math Curriculum.
- Taught lesson and extension activity on dental hygiene and developed bulletin board with students' writing and pictures about "What makes me smile!"

Teacher Aide, Greeley Elementary School, Winnetka, IL, Fall 2006

- Provided one-on-one assistance with lessons in all subject areas for students in kindergarten.
- Helped students during centertime in learning stations including writing, problem solving, and creative thinking.
- Designed a bulletin board on Egypt's Nile River to accompany classroom teacher's unit.

COMMUNITY EXPERIENCE

Coordinator, United States Australian Football Team, Niles, IL, Summers 2002 - 2005

- Supervised students on two-week cultural exchange programs to Melbourne and Canberra, Australia.
- Ensured students' comfort with host families and arranged participation in Australian football tournaments.
- Planned travel itinerary, accommodations and finances for students from Melbourne, Australia traveling to Chicago.
- Arranged for Australian students to travel to the United States from Brisbane and for United States students to travel to Australia in the summer of 2006.

Chair, Exploremore Day Committee, Shilo Elementary School, Zion, IL, 2006, 2007

- Organized school-wide mini-classes for students to engage in expanded learning activities.
- Recruited more than 100 parent and community volunteers as well as Zion Police and Fire Department, Waukegan Community Television, and College of Lake County R.O.T.C. Program as speakers.
- Set up volunteer schedule and planned students' classes and rotations for each Exploremore Day.

BUSINESS EXPERIENCE

Deli Manager, Jewel Food Store, Zion, IL, 1988 - Present

- Control inventory for the packaged deli department, including daily ordering, receiving, and stocking merchandise in order to maximize profits and minimize waste.
- Promote excellent customer relations by filling orders with speed and efficiency.
- Create special orders to meet the needs of customers planning large parties.
- Design attractive food platters to enhance the visual appeal of hors d'oeuvres, sandwiches, and deli meats.
- Train new employees in all facets of department regulations and customer relations.

HONORS

Golden Key International Honour Society
Phi Theta Kappa

ORGANIZATIONS

Student Education Association: Treasurer, 2006 - 2007

Shilo Elementary School P.T.A., Zion, IL: Room Mother 7 years; Co-Chair, Directory Committee, 2001

Lincoln Zone Neighborhood Watch, Zion, IL: Co-Chair, Picnic Committee, 2000 - present

RITA E. HAMMETT

212 Oxford Drive
Lincolnshire, IL 60069

847-623-2959
reham@aol.com

OBJECTIVE

Position teaching students with learning disabilities, behavior disorders, and/or the educable mentally handicapped.

EDUCATION

Northern Illinois University, DeKalb, IL
Bachelor of Science in Education, May 2008
Major: Special Education
Certification: IL Type 10, Learning Behavior Specialist 1 – Unlimited

TEACHING EXPERIENCE

High School Student Teacher, Ottawa High School, Ottawa, IL, March – May 2008

Elementary Student Teacher, Somonauk Elementary School, Somonauk, IL, January – March 2008
9th and 10th grade self-contained EMH special education classroom

- Taught practical English, math, science, vocational education and life skills.
- Implemented token-based behavior management plan for nine students.
- Introduced students to public settings to practice daily life skills and socialization.
- Produced unit plan focused on checking accounts.
- Supervised the student-operated school store and greenhouse.
- Created an IEP on a student; contributed to IEP meetings and staffings.

Middle School LD Student Teacher, Wilson Middle School, Des Plaines, IL, August – October 2007
8th grade LD special education classroom

- Instructed students in English, math and reading.
- Accompanied students into the regular education classroom and assisted with learning process.
- Coached students in preparation for the writing assessments on the ISAT tests; administered ISAT tests.

Clinical Experience, Emerson Middle School, Niles, IL, Spring 2007
4th and 5th grade self-contained cross-categorical (LD, EMH, ED) special education setting

- Emphasized math, language arts, and direct instruction spelling.
- Tutored individual students in subjects with particular difficulty.
- Assisted students in regular education classroom science and social studies settings.

Clinical Experience, Harvard High School, Harvard, IL, Fall 2006
9th and 10th grade self-contained BD special education classroom

- Collected data through monetary time sampling and event recording.
- Wrote behavioral objectives for three students.

Home School Teacher, Sheridan, IL, 1992 – 1998

- Individualized lessons to meet learning needs of children ages 5 – 10.
- Tailored curricular materials to each student's learning style.
- Enhanced basic curriculum to include field trips and outdoor experiential learning.
- Met with other home schooling educators to share ideas and discuss problems.
- Ensured peer interaction for children through participation in weekly social events.

RECREATION EXPERIENCE

Instructor, Special Olympics and Recreation, Rochelle, IL, Summer 2007

- Introduced dancing to a group of 28 mentally retarded adults.
- Encouraged students to use free form dance as a means of emotional expression.

Coach, Special Olympics State Track and Field Meet, Champaign, IL, Spring 2006

- Supported the participation of physically and emotionally impaired athletes in four events.
- Stressed importance of collaborative effort and team identity.

Camp Counselor, Central YMCA, Hoffman Estates, IL, Summer 2005

- Planned and organized outdoor activities including cookouts, hikes, crafts, singing, swimming, and games for children aged 6-12.

Instructor, Northwest Special Recreation Association, Deerfield, IL, Summer 2005

- Promoted a sense of accomplishment through mastery of indoor/outdoor sports principles.

COMMUNITY EXPERIENCE

4-H Leader, Sheridan, IL, 2005 – 2006

Volunteer Program Assistant, Big Brother – Big Sister Program, Deerfield, IL, Summer 2006

ADDITIONAL EXPERIENCE

Waitress, TGI Friday's, Rolling Meadows, IL, Summer 2005

Salesperson, Worldbook/Childcraft International, Chicago, IL, Summer 2004

ACTIVITIES/HONORS

National Education Association – Student Member
Kappa Delta Pi Education Honorary
Northern Illinois University Honors Program

CHRIS SMITH
307 Navajo Trail
Shabbona IL 60055
815-123-1233
chrissmith@hotmail.com

OBJECTIVE

A position teaching physical and health education at the secondary level; willing to coach at any level.

EDUCATION

Bachelor of Science in Education, December 2008

Northern Illinois University, DeKalb, IL

Major: Physical Education Minor: Health Education

Certification: IL Type 09, 10

SPECIAL SKILLS

Technology; Microsoft Office Suite, Website design, LiveText, Pinnacle Grade Book, Pedometers
On-Line Grading, Digi Walkers Tri-Fit Program, and Heart Rate Monitors

Safety Certifications: Red Cross CPR and First Aid

PROFESSIONAL EXPERIENCE

Student Teacher, Rolling Meadows High School, Rolling Meadows, IL, Fall 2008

- Designed units and daily lesson plans for classes of 30-45 ninth to twelfth grade students.
- Developed fitness-based curriculum focusing on strength and cardiovascular training.
- Assembled computer data on students' fitness levels and created individual work-out programs.
- Introduced in-season sports-specific training exercises for each student.
- Originated health units and lesson plans for sex education, substance abuse prevention, and nutrition.
- Integrated group work, research projects, presentations, and demonstrations into lesson plans.

Student Teacher, Patton Elementary School, Arlington Heights, IL, Fall 2008

- Constructed daily lesson plans for classes of 25-27 Kindergarten to fifth grade students.
- Created and executed units on rock-climbing, non-traditional games, teambuilding, soccer, volleyball, and dance for third to fifth grade students.
- Composed and administered units on spatial awareness, effort, relationships, and a pilot program in phonemic awareness for students in Kindergarten to second grade.
- Planned with Flexible Delivery of Services (FLEX) for students with special needs.
- Structured and supervised a safety patrol of 40 students.

Clinical Experience, DeKalb High School, DeKalb, IL, Spring 2008

- Organized units and daily lesson plans for 35 ninth grade students.
- Instructed units on fitness, floor-hockey, and pickle-ball.
- Utilized checklists, rating scales, and rubrics in assessing student grades.

Clinical Experience, Lorado Taft Field Campus, Northern Illinois University, Oregon, IL, Spring 2008

- Crafted three full days of outdoor education classes for 15 multicultural fifth grade students.
- Demonstrated team-building, group initiatives, crafts, orienteering, and pioneering activities.

Clinical Experience, Special Physical Education Clinic, Northern Illinois University, DeKalb, IL, Fall 2007

- Assisted a 5 year old boy with ADHD.
- Directed weekly lesson plans working on gross motor movement and aquatic activities.

Clinical Experience, Developmental Sport Skill Laboratory, Northern Illinois University, DeKalb, IL, Fall 2007

- Enhanced sport skills of baseball, basketball, soccer, and volleyball, using drills and games.
- Conducted a research project on basketball skills for 7-10 year old students.

Clinical Experience, Jefferson Elementary School, DeKalb, IL, Spring 2007

- Formulated weekly lesson plans for Kindergarten, third, and fourth grade students in parachuting, fitness, and dance activities.

Clinical Experience, Early Childhood Pedagogy Laboratory, Northern Illinois University, DeKalb, IL, Fall 2006

- Generated fundamental and gross motor skills activities for children 3-6 years old.
- Evaluated students through formal and informal assessments, self-created checklists, and rubrics.

COACHING EXPERIENCE

Sophomore Football Defensive/Offensive Line Coach, Rolling Meadows High School, Rolling Meadows, IL, August – November 2008

- Created defensive and offensive line drills for 30 players.
- Produced a statistical breakdown of film on opposing teams.
- Assisted defensive/offensive coordinators during games.

RELATED EXPERIENCE

Day Care Teacher, The Growing Place, DeKalb, IL, April – August 2005

- Administered full-day service, including daily physical activities and nutrition.
- Instructed students during field trips, library service, and aquatic training.

ORGANIZATIONS/AWARDS

Professional

Illinois Association for Health, Physical Education, Recreation, and Dance

- Volunteer 2007 conference

American Alliance of Health, Physical Education, Recreation, and Dance

University

Sigma Chi Fraternity Social Chair: Created and planned social events for 80 members

Sigma Chi Fraternity Athletics Chair: Organized flag football, basketball, softball, and soccer

Dean's List, Spring 2007

"Student of Excellence" in Physical Education, Fall 2008

JOSEPH P. JUAREZ

29914 Pace Lane • Oak Lawn, IL 60150
(708) 612-5555
jjuarez@hotmail.com

CAREER OBJECTIVE

Position as a secondary art teacher; interested in coaching wrestling.

EDUCATION

Northern Illinois University, DeKalb, IL

Bachelor of Science in Education, May 2008

Major: Art Education Certification: IL Type 03 and 09

Language: fluent in written and spoken Spanish

PROFESSIONAL EXPERIENCE

Student Teacher, Batavia High School, Batavia, IL, Spring 2008

- Designed a painting, ceramics, and printmaking unit for two block-scheduled Art Fundamentals courses
- Co-taught a Visual Communications course utilizing Adobe Illustrator and Photoshop
- Assessed student success through the creation of individualized production rubrics and short essay/self-reflection tests
- Utilized PowerPoint presentations, a digital projector, and a visual presenter to introduce lessons
- Guided advanced students in matting artwork and shooting slides in order to develop a college portfolio
- Participated in curriculum restructuring meetings by providing feedback on visual culture curriculum, current program strength and weakness observations, and curriculum rationale, scope, and sequencing
- Judged an Advanced Drawing and Painting student art show held at a local business

Student Teacher, Forest Road Elementary School, LaGrange Park, IL, Spring 2008

- Generated and instructed art lessons for approximately 500 students in Kindergarten through 6th grade
- Collaborated with community artists in developing a 6th grade legacy project
- Utilized the Appleworks' slide show program to create visual presentations of artwork, art historical facts, and project instructions
- Communicated with parents through notes sent home in Friday folders regarding homework assignments and project goals
- Constructed displays of student artwork throughout the school building as well as in the District Office
- Instructed students in using digital imaging to document artwork
- Composed an introductory article for the school newsletter on school mural project
- Supervised a field trip to Brookfield Zoo to observe behind the scenes work of artists and designers
- Attended faculty meetings, workshop at the Mexican Fine Arts Museum, and the opening reception for Friends of Community and Public Art at the Field Museum

Clinical Experience, Northern Illinois University Saturday School Program, DeKalb, IL, Fall 2007

- Collaboratively developed a five week restaurant-themed art curriculum for children ages 6-7 where students created menus, food items, aprons, chef hats, and a billboard advertisement
- Organized, installed, and hosted the 2004 Northern Illinois University Saturday School Art Show

Clinical Experience, DeKalb High School, DeKalb, IL, Spring 2007

- Collaboratively designed and instructed an Advanced Photography lesson dealing with the relationship between images, text, and the construction of meaning

Clinical Experience, Lincoln Elementary School, DeKalb, IL, Fall 2006

- Formulated and presented three art lessons utilizing drawing, painting, and collage techniques to create Inuit Masks which were then used by the students for individual performances
- Co-taught two art lessons using watercolor techniques to create placemats for a school banquet
- Aided Kindergarten teacher in supervising and assisting students during a school book fair

ADDITIONAL TEACHING AND LEADERSHIP EXPERIENCE

- Oak Forest High School Summer Wrestling Camp Instructor, Oak Forest, IL, Summer 2003 – 2005
- Private Tutor in High School Algebra and Spanish, Oak Forest, IL, Spring 2005
- Kreative Kids' Camp Counselor, Palos Heights, IL, Summer 2003
- Tinley Park High School Summer Swimming Instructor, Summer 2002 – 2004

ACADEMIC/ATHLETIC HONORS

- Produced **Art and the Construction of Identity** curriculum - selected to represent the art education pre-service program capstone project to the Vice Provost's Office, Spring 2008
- Golden Key International Honour Society, 2007 – 2008
- Victory Scholar Athlete, 2004
- All-American (University Freestyle Nationals Wrestling), 2004
- Peggy Bond Art Education Scholarship, 2005
- Minority Teachers of Illinois Scholarship, 2005 – 2008
- Faculty Fund Academic Finalist Scholarship, 2003 – 2007
- Ronald McDonald's National Hispanic Scholar, 2003
- Ken Gerdes III Memorial Wrestling Scholarship, 2003

MARY E. GUTIERREZ

948 Birch Boulevard Lake Zurich, Illinois 60647 (847) 386-6960 meg21@aol.com

CAREER OBJECTIVE

Music educator: choral, general, secondary.

EDUCATION

Master of Music, December 2008

Northern Illinois University, DeKalb, IL

Area of Study: Music Education

Certification: IL Type 10

Bachelor of Music in Education, December 2005

University of Northern Iowa, Cedar Falls, IA

Major: Music Emphasis: Vocal Music

TEACHING EXPERIENCE

Adlai E. Stevenson High School

Student Teacher

Prairie View, Illinois

October – December 2008

- Instruct three sections of choir, with an average class size of 50 students.
- Work with two sections of band, with an average class size of 100 students.
- Create warm-up exercises and conduct rehearsals on a regular basis.
- Provide presentations on cultural backgrounds of songs learned in choir.
- Incorporate the use of instruments in choral music.
- Assist extra curricular vocal ensembles in preparation for upcoming concerts.

Wilson Elementary School

Student Teacher

Des Plaines, Illinois

September – October 2007

- Taught pull out music classes to Kindergarten through 4th grades, with an average class size of 20 students.
- Directed select songs with the 5th and 6th grade choir.
- Designed and presented lesson and unit plans in musical notation, multiculturalism and instrumental accompaniment.
- Wrote instrumental accompaniments for songs learned in the classroom.
- Evaluated students on a weekly basis using formal and informal assessment tools.
- Incorporated sign language into the music classroom.
- Introduced students to music of a different culture in each class.

DeKalb High School

Jazz Choir Co-Teacher

DeKalb, Illinois

January – June 2006

- Selected all music to be sung at spring concert.
- Conducted after school rehearsals on a bi-weekly basis.
- Provided weekly presentations on jazz including vocal and instrumental.
- Aided each student in the memorization of an improvised solo.
- Worked with students individually to prepare a solo for final concert.

RELATED EXPERIENCE

University of Northern Iowa **Cedar Falls, Iowa**
Section Leader, All University Choir **Fall 2004 – Fall 2005**

- Organized and directed section rehearsals.
- Prepared and directed choir of women in performance of pieces selected from “Three Spanish Ballads” by Eugene Butler.

Hidden Valley Summer Camp **Freedom, Maine**
Camp Counselor **Summer 2004**

- Counseled a cabin of twenty 5th grade girls.
- Taught daily classes including singing, improvisation, sign language and art.

PERFORMANCE EXPERIENCE

Chicago Symphony Chorus **Chicago, Illinois**
Alto I **January 2005 – Present**

Northern Illinois University Jazz Ensemble **DeKalb, Illinois**
Lead Vocalist **January 2005 – April 2007**

Non-Linear Records **Cedar Falls, Iowa**
Recording Artist **January 2002 – November 2005**

- Recorded back-up vocals for over 100 songs.

ACTIVITIES

Sigma Alpha Iota (Honorary) **January 2003 – Present**

- Vice President, Membership, 2006 – 2007
- Vice President, Ritual, 2005 – 2006

The National Association for Music Education **September 2004– Present**

CARY LARSON

313 Seminary Ct
Wheaton, IL 60187
630-771-2131 ~ carylson9178@gmail.com

OBJECTIVE

A position teaching gifted students at the middle school level. Interested in coaching cross country and/or track.

EDUCATION

Northern Illinois University, DeKalb, IL

Master of Science in Educational Leadership, Summer 2007

Illinois State University, Normal, IL

Bachelor of Science in Education, Spring 2003

Major: Elementary Education with an emphasis in mathematics

Certification: IL Type 03

Endorsements: Middle School, Mathematics, Social Science, Language Arts, Gifted Verification

PROFESSIONAL EXPERIENCE

Building Level Coordinator of Gifted Services, Forest Glen Elementary – Kindergarten through Fifth Grade, Glen Ellyn, IL, Summer 2003-Present.

- Established a university-school partnership for gifted education with Northern Illinois University.
- Named as the gifted networking liaison for District 41.
- Created, implemented, and maintained department webpage which encouraged resource sharing and enhanced communication within the department and across the district.
- Awarded four grants for innovative mathematics, reading, and creative and critical thinking initiatives that enriched educational experiences of students.
- Supported teachers in the utilization of effective differentiation techniques.
- Revised and enhanced gifted curriculum to strengthen the program and meet the learning needs of identified gifted students.
- Conducted service workshops for parents and the community to demonstrate the uses and features of PowerPoint.
- Introduced enrichment activities, such as field trips to museums and programs at the Morton Arboretum, for above average students in all grade levels.
- Encouraged students to employ higher level thinking skills throughout the curriculum.

Classroom Teacher, Forest Glen Elementary – Second through Eighth Grade, Glen Ellyn, IL, Fall 2003-Summer 2005.

- Designed and applied high level curriculum in creative writing, reading, language arts, mathematics, electronics, and script writing.
- Fostered a natural sense of enthusiasm in students by presenting lessons on current events and people in the news, science fiction, and “the world’s best inventions,” followed by discussion and debate.

Classroom Teacher, Worlds of Wisdom and Wonder at National Louis University – Second through Fifth Grade, LaGrange, IL, Summer 2005.

- Produced curriculum to challenge and instruct students on the principle attributes of aquatic biology.
- Communicated the curricular focus of the course and student progress with course goals to parents.

SPONSORSHIP EXPERIENCE

Student Council Sponsor, Forest Glen Elementary, Glen Ellyn, IL, Fall 2004-Spring 2006.

- Managed student council functions including general meetings, fundraisers, and variety show.
- Maintained consistent communication between the community and school regarding student council activities.
- Increased community partnerships to enhance both the student council organization and curricular initiatives throughout the school.

ADDITIONAL EXPERIENCE

Teacher, After School Enrichment Program, Forest Glen Elementary – First through Fifth Grade, Glen Ellyn, IL, Spring 2004.

- Devised curriculum increasing student retention of science concepts including functions and uses of simple machines and intricacies of criminal investigation techniques.

HONORS

- Recognized as an outstanding professional by Cambridge Who's Who
- Kappa Delta Pi International Honor Society in Education
- Golden Key International Honor Society
- Phi Kappa Phi National Honor Society
- Dean's List, 1999 through 2003
- Eagle Scout

SPECIAL SKILLS

- **Foreign Language:** Basic to intermediate understanding and use of Spanish.
- **Computer:** Intermediate to advanced skill with Windows programs including Microsoft Office, Works, Publisher, Netscape Composer, MathCAD, Kid Pix, and Kidspiration.
- **Crisis Prevention Institute** certified.

RESUME TIPS FOR CHICAGO PUBLIC SCHOOLS APPLICANTS

CONTACT INFORMATION

- Address – list your home and current address
- Phone – identify which number is which: home vs. cell
- Email – make sure it is professional and SIMPLE

CERTIFICATION

This should be at the **TOP of your resume and in bold.**

Make sure that you list the state issuing your certification as well as your Illinois certification, using the following format:

Illinois Certification Type 03: Elementary Education

Endorsements: Middle School, Social Sciences and Math

EDUCATION

List your **university in bold** and make sure to identify where it is located:

Northern Illinois University, DeKalb, IL

Bachelor of Science in Education, Elementary Education, Minor in Spanish

TEACHING EXPERIENCE

- Make sure your Teaching Residency Program (TRIP) is at the top of this section
- Identify unique aspects of each of your student teaching and clinical experiences
- Include a brief note about the school where you were: Title I, Head Start, 98% African American student population. Remember, principals don't know where Deer Creek, OH is, or who lives there.

WORK EXPERIENCE

If you have work experience that is relevant to teaching, include it!

Mention daycare, summer camp, etc.

Leave the fast food counter jobs off the resume.

VOLUNTEER EXPERIENCE, HONORS, AWARDS

Be proud of what you have accomplished and brag about yourself.

Remember: not every principal knows the letters of your school's honor society, so indicate if it had an education, service or social focus.

INTERESTS

What makes you unique? List activities you do for fun: run marathons, backpack across Europe, read biographies avidly, etc.

REFERENCES

Don't fill up your page with names and numbers; put them on a separate page

A NOTE ABOUT PROFESSIONAL REFERENCES

As a professional courtesy, contact your references and let them know that you have given their names to a future employer. You may also want to give information about the job you have applied for so the reference is ready for the call.

See following resume example, "Courtney Brown," to assist you in developing a résumé for submission to Chicago Public Schools.

COURTNEY BROWN

13756 Willowbrook Blvd
Homer Glen, IL 60491

708-275-5533 (cell)
Courtneybrown84@yahoo.com

CERTIFICATION

IL Type 10: Learning Behavior Specialist I

EDUCATION

Northern Illinois University, DeKalb, IL

Bachelor of Science in Education, Special Education, December 2007

Honors: Dean's List, 2006 – 2008

CHICAGO PUBLIC SCHOOLS TEACHING INTERNSHIP

Woods Elementary School, Chicago, IL, Summer 2007

- Taught summer school math to 6th grade students
- Attended professional development workshops with National Board Certified teachers

STUDENT TEACHING

Huntley Middle School, DeKalb, IL, Fall 2007

School with a diverse population of Caucasian, African-American, Asian and Hispanic students

- Co-taught two language arts classes, focusing on inclusion
- Contributed to collaboration and planning for middle school team
- Made modifications for students with disabilities
- Taught math and social studies in a pull-out program for students with mental impairments
- Created a math economy program to facilitate practical math skills

PRACTICUM EXPERIENCE

Aurora Academy, Aurora, IL, Spring 2007

Alternative school for students with emotional and behavioral disorders

- Spent over 20 hours a week in a self-contained classroom for students with emotional/behavioral disorders
- Created and conducted programs for reading fluency/comprehension and measurement
- Incorporated coping, self-management, and self-regulation skills into daily lessons

Pleasant Acres Elementary School, West Chicago, IL, Fall 2006

Title I school with a highly diverse population of Hispanic (including EFL), African-American, Caucasian, and Asian students

- Worked over 10 hours a week in a self-contained classroom for students with severe and profound disabilities
- Taught daily living skills, including one-on-one correspondence and microwave use
- Conducted community instruction and outings (fire station, post office, grocery stores)

Chesebro Elementary School, DeKalb, IL, Spring 2006

- Observed over 10 hours a week in two inclusive reading classrooms for students with learning disabilities
- Designed and introduced an individualized spelling program for a student; led a small reading group

RELATED EXPERIENCE

Tri-County Special Recreation Association, Romeoville, IL, Summers 2004 – 2006

- As day camp site administrator, supervised counselors and children with disabilities
- Contacted parents in problem situations; resolved disputes between campers
- Organized daily activities, including swimming, hiking, and fitness exercises

Lockport Township High School, Lockport, IL, 2002 – 2003

- Worked as an instructional assistant for physical education and vocational skills classes

SPECIALIZED ABILITIES AND INTERESTS

- MS Office, FrontPage, Publisher, Mac OSX
- Creating reading programs, urban, and multi-ethnic education
- Photography and independent music

SAMPLE REFERENCE SHEET

Please note: Reference sheets are printed on the same kind of paper as résumés.

SARA SMITH

9037 N Adams Rd
Oak Park, IL 60304
708-524-3252
ssmith22@aol.com

REFERENCES

Andrew Foster, Principal
Lincoln Elementary School
615 W Kemper Place
Chicago, IL 60614
312-880-1111
ajfoster@cps.edu

Mary Plain, University Supervisor
Northern Illinois University
DeKalb IL 60115
815-753-2222
maryplain@niu.edu

Jane Edwards, Cooperating Teacher
Irving Elementary School
1125 S Cuyler Ave
Oak Park, IL 60304
708-524-5566
janed@aol.com

-
- A total of three to five references is optimal.
 - ALWAYS ask permission from a reference before giving his/her name to an employer.
 - Give your references a copy of your résumé.
 - Be sure to use your references' titles. Give only professional addresses and phone numbers.
 - School administrators (or cooperating teachers, for a student teacher) who have observed your work are the best choices for references.
 - **Never use a friend, coworker or relative as a reference.**

COVER LETTER DESCRIPTION

A separate cover letter must be written for each position. Cover letters accompany mailed/emailed résumés or those dropped off at a school office.

Your Street Address
City, STATE, Zip Code
Today's Date

Dr. Paul Alexander
Director of Human Resources
City Central High School
179 Main Street
Weston, IL 62082

Dear Dr. Alexander:

YOUR OPENING PARAGRAPH SHOULD AROUSE THE READER'S INTEREST:

Why are you writing the letter?

- State that you are interested in a specific position and indicate how you found out about the job.

What interests you in working for this school/district? (Visit the district/school website before writing this part; refer to school's on-line report card)

- Is there an opportunity to continue your work in a certain area?
- Did you student teach there?
- Is this a specific type of school or community that is of special interest to you?
- Does the community offer something unique?

YOUR MIDDLE SECTION SHOULD ADDRESS THE DISTRICT'S HIRING NEEDS:

What makes you the best candidate for the position?

- Be as specific as possible about what you can do. Don't make the reader try to guess.
- Emphasize educational accomplishments, experiences, and special skills that will separate you from other candidates. What makes you unique?

YOUR FINAL PARAGRAPH IS THE CLOSURE:

Example:

- The enclosed resume provides a more detailed description of my background. Thank you for considering my qualifications. I look forward to your response and to the possibility of meeting with you in person.

Cordially,

(Signature)

Your Name

THANK-YOU LETTER DESCRIPTION

A thank-you letter should be written *immediately after each interview*. It is *expected*, not optional.

Your Street Address
City, STATE, Zip Code
Today's Date

Dr./Mr./Ms. Administrator
Title
School Name
Street Address
City, STATE, Zip Code

Dear Dr./Mr./Ms. _____:

OPENING PARAGRAPH:

- Thank the interviewer for his/her time **without apologizing** for taking that time.
- Mention the interview date to refresh the interviewer's memory.

SECOND PARAGRAPH:

- Emphasize one or two of your strengths that are particularly relevant to the job.
- Provide any important information that you forgot to bring up in the interview.
- Address any issues that you feel need further clarification.

CLOSING PARAGRAPH:

- Restate your interest in the position. This lets the interviewer know that you genuinely want to work in this school/district.
- Indicate that you hope to hear from the school soon.

Cordially,

(Signature)

Your Name

INTERVIEWING HINTS FOR TEACHERS

I. FORMAT

Expect the unexpected. Interviews may occur in whatever fashion the school decides to arrange them. Some common formats include:

- **Serial Interviews:** Candidate interviews with a number of individuals (Principal, Department Chair, School Board Member, Superintendent, etc.), one at a time.
- **Group Interviews:** Candidate interviews with a group of people, such as those mentioned above, in a round-table format.
- **Group of Candidates:** A school official or a panel interviews a group of candidates together, to see how candidates work as members of a team.

II. TYPES OF INTERVIEW QUESTIONS

A. Behavioral/Performance-Based Questions:

Process: These questions often begin with "Tell us about..." (or a similar phrase). The interviewers want you to DESCRIBE what happened: What preceded the problem, what action you took to resolve the problem, and what results your actions prompted. Think of the letters, PAR: Problem, Actions, Results. At the end, talk about what you would do differently, if faced with the situation again.

1. Tell us about a situation where you encountered an unusual student behavioral problem.
2. What was your biggest challenge during student teaching?
3. Tell us about your greatest accomplishment in student teaching.
4. Give us an example of a time when you had to contact a parent.
5. Describe a time when you had to come to a decision quickly.
6. Tell us about your most positive collaborative experience.
7. Tell us about an important goal you set; describe your success in reaching it.

B. Awareness Questions:

1. What types of assistance do you expect from the ideal building principal?
2. What are the characteristics of an ideal principal?
3. What three words best describe you? (Think about why those words describe you, too.)
4. How have you individualized your room/office to make it best reflect your personality?
5. (For experienced teachers) What would you recommend to improve this school? This district?
6. In the ideal district, what is the role of the Board of Education?
7. What are the two most important issues facing elementary/middle/secondary school students today?

C. Methodology/Experience Questions

1. Tell me about the classroom management strategies that you use and in what situations you would use each.
2. What sorts of experiences have you had with student diversity? How did you address that diversity?

III. DEMONSTRATION OF RESPONSE RATINGS: **5 = Best Response; 1 = Worst Response** (In each case, a candidate should try to incorporate all the elements listed in #5 for the best response)

A. Tell me about yourself.

5. Uses correct grammar
Speaks professionally and enthusiastically
Is concise, but thorough
Responds promptly and fluently
Emphasizes education and experiences
4. Uses correct grammar and speaks fairly fluently (with long pauses or hesitation)
Presents well-organized thoughts
Mentions educational and personal experiences equally
Has good educational background and experiences
3. Uses proper grammar
Organizes thoughts fairly well chronologically
May tend to hesitate and may not be very fluent
May discuss more personal than educational background
Has good educational background with minimal teaching experience
2. Does not organize thoughts well chronologically
May be either too brief or too lengthy with insignificant information
May make grammatical errors
Has no teaching experience other than student teaching (maximum of 2 if only student teaching)
1. Takes too long to reflect
Items are poorly organized and too brief
Makes grammatical errors
Exhibits little enthusiasm

B. What are your personal strengths and weaknesses?

5. Identifies a few things in both areas; explains how s/he is working to overcome weaknesses
4. Mentions one thing in each area: gives explanation and both may be advantageous to teaching
3. Mentions something in both areas, but weakness may be somewhat detrimental to teaching (i.e., not a strong disciplinarian; not patient; tends to be nasty)
2. Mentions one strength and one weakness but does not elaborate
1. Needs prompting – can think of one strength but no weakness

C. What would you do if a principal found fault with some aspect of your teaching?

5. Have a discussion with the principal to express differing views and the validity of the problem
Explain why the behavior was displayed
4. Discuss the behavior with the principal and ask for suggestions
3. Meet with principal and be open to criticism
2. Accept criticism by taking passive role
Listen to what the principal has to say
1. Acknowledge that you have faults

D. Who is a contemporary or historical person that you admire most and why?

5. Names a few people and supports the choice of each person
Mentions at least one person who is influential in the field of education
4. Identifies one famous contemporary or historical person and justifies choice
3. Immediately identifies a personal friend or family member and supports answer
2. Needs help with question, and then names personal friend or family member and gives explanation
1. Needs a lot of prompting and finally names someone (perhaps a family member) but doesn't give explanation
Demonstrates thoughts that are not well-organized
Names no one – Can't think of anyone

E. What behavior would you exhibit that would convince students that you enjoy teaching?

- Enthusiasm and vivaciousness
Smiling and laughing (a sense of humor)
Providing exciting and motivating lessons
Flexibility
Friendliness and display of positive attitude
Providing an atmosphere conducive to learning
Becoming involved with students (reading to them; listening to them and talking to them about their interests)
5. Mentions four or more items listed above
 4. Mentions three items listed above
 3. Mentions two items listed above
 2. Mentions one item listed above
 1. Mentions things that are not actually behaviors

F. Tell me how you would determine that children have learned what you have taught.

5. Establishes behavioral objectives prior to the lesson, as well as method of evaluation. Is able to effectively evaluate if objectives were met
4. Uses testing and keeps good records
Asks questions
Demonstrates that children are able to give quick synopsis of lesson
Demonstrates that children can apply knowledge
3. Makes observations
Reviews daily papers
Holds discussions to share information
2. Conducts a question and answer session after lesson with discussion
1. Asks questions after lesson, or is just "able to tell" if the children learned the lesson taught

G. Tell me what you would do if a child forgets his /her homework.

5. In private, finds out reason and lets him/her know that you forget things too, sometimes
4. In private, finds out reason and encourages him/her to bring it in the next day
3. Lectures students on importance of homework
2. In front of class, lets all know that the teacher is disappointed
1. Ignores dealing with the problem

QUESTIONS CANDIDATES CAN ASK IN INTERVIEWS

1. How do you see this school/district changing in the next five years?
2. What are your top three goals for this school?
3. If a parent were to walk into this school for the first time, how would you like that parent to feel about the school? What would make an impression on the parent?
4. What is the biggest improvement that you think this school/district needs to make?
5. What are the strengths and weaknesses of the school's current curriculum?
6. If someone were to make a gift of \$20,000 to this school, how would you like to see that money used?
7. How do you want the teachers in your building to view you (as their principal)?
8. How would you characterize working relations between this school and the Board of Education?
9. What are the two biggest issues facing the students in this school?
10. How would you describe your leadership style?
11. What is the average age and educational level of the teachers on this staff?
12. What is the average length of time a teacher remains in this school?
13. How would you describe the level of parent involvement in the activities and educational programs of the school?
14. How could the school/district make better use of parents' skills, abilities, and assets?
15. In what ways has the community supported the school?
16. What qualities do you respect most in a teacher? (This is probably the best question you could ask!)
17. Tell me about the students who attend this school. What would be the profile of the 'typical' student?
18. What kinds of support staff members are available to help students and teachers?
19. How do current staff members welcome new teachers?
20. In what ways does the school use teacher aides or parent volunteers? What is their role?
21. What is the next step in the process? When can I expect to hear back from you?

Questions 16 - 20 are adapted from Northeastern Illinois University - Placement Office - Office of Student Affairs/Public Affairs

WEBSITES FOR EDUCATORS

Elementary & Secondary Information & Jobs

- Certification Requirements (All States) www.uky.edu/Education/TEP/usacert.html
- Illinois State Board of Education www.isbe.state.il.us
- Illinois Regional Offices of Education www.isbe.state.il.us/regionaloffices
- Chicago Public Schools www.cps.k12.il.us
- IASA Online (Illinois Education Job Bank) www.illinoiseducationjobbank.org/pages
- Chicago Tribune IL Public School Information www.chicagotribune.com/reportcard

Private Schools/Alternate Routes to Certification

- Teach for America www.teachforamerica.org
- Boarding Schools Online www.schools.com
- Peterson's Private School Directory www.petersons.com
- Carney, Sandoe & Associates www.carneysandoe.com
- National Association of Independent Schools www.nais.org
- Archdiocese of Chicago schools.archdiocese-chgo.org

Salary Information

- www.salary.com www.thechampion.org

International Teaching Jobs

- University of Northern Iowa Overseas Teaching www.uni.edu/placement/overseas
- Overseas Teaching (U.S. Department of State) www.state.gov/m/a/os
- Teaching in Japan www.ohayosensei.com
- U.S. Department of Defense schools www.dodea.edu
- United Kingdom www.support4learning.org.uk
www.jobs.guardian.co.uk
- Australia & New Zealand www.byron.com.au
- Canada www.canadajobs.com

Higher Education Jobs

- Higher Ed Jobs www.higheredjobs.com
- Chronicle of Higher Education chronicle.com
- Community College Job Board www.ccollegejobs.com
- United Kingdom Universities www.tes.co.uk www.thesis.co.uk

NIU Career Services – www.niu.edu/CareerServices

- Information on schools attending NIU's annual Mid-America Educators' Job Fair go to www.niu.edu/CareerServices - click on Mid-America Educators' Job Fair button
- NIU Major WebLinks for Education www.niu.edu/CareerServices/weblinks/education.htm
- Victor eRecruiting – post your resume; search for jobs go to www.niu.edu/CareerServices - click on Victor eRecruiting banner

REGIONAL OFFICES OF EDUCATION

	Co. No.	County & Website		Jackson/Perry www.roe30.k12.il.us
01		Adams/Pike www.wc4.org/	31	Kane www.kane.k12.il.us/ or www.teachinkane.org
02		Alexander/Johnson/Massac/Pulaski/Union www.roe02.k12.il.us/	32	Iroquois/Kankakee www.i-kan.org/schools.htm
03		Bond/Effingham/Fayette www.fayette.k12.il.us/roeweb/	33	Knox knox.k12.il.us/knoxcountyroe33/
04		Boone/Winnebago www.4roe.org/	34	Lake www.lake.k12.il.us
08		Carroll/JoDavies/Stephenson roe8.lth2.k12.il.us/	35	LaSalle www.roe35.lth2.k12.il.us
09		Champaign/Ford www.roe9.k12.il.us/home.html	38	Logan/Mason/Menard logan.k12.il.us/roe38
10		Christian/Montgomery www.montgomery.k12.il.us	39	Macon/Piatt www.roe39.k12.il.us/
11		Clark/Coles/Cumberland/Douglas/Edgar/Moultrie/Shelby www.roe11.k12.il.us/	40	Calhoun/Greene/Jersey/Macoupin www.roe40.k12.il.us
12		Clay/Crawford/Jasper/Lawrence/Richland www.roe12.net	41	Madison www.madison.k12.il.us/
13		Clinton/Marion/Washington www.roe13.k12.il.us	43	Marshall/Putnam/Woodford www.roe43.k12.il.us/
14		Suburban Cook www.cook.k12.il.us/	44	McHenry www.mchenry.k12.il.us/
16		DeKalb www.dekalbcounty.org/ROE/roe.html	45	Monroe/Randolph www.monroe.k12.il.us
17		DeWitt/Livingston/McLean www.roe17.k12.il.us/	46	Brown/Cass/Morgan/Scott www.roe46.net
19		DuPage www.dupage.k12.il.us/	47	Lee/Ogle www.leeogle.org
20		Edwards/Gallatin/Hardin/Pope/Saline/Wabash/Wayne/White www.roe20.k12.il.us/	48	Peoria peoria.k12.il.us/roe48/
21		Franklin/Williamson www.roe21.k12.il.us/	49	Rock Island www.riroe.k12.il.us/riroe/
22		Fulton/Schuyler roe22.net	50	St. Clair www.stclair.k12.il.us/
24		Grundy/Kendall www.grundy.k12.il.us/	51	Sangamon www.roe51.org
25		Hamilton/Jefferson www.roe25.com/home.htm	53	Tazewell www.tazewell.k12.il.us/quickanswers53/
26		Hancock/McDonough mcdonough.k12.il.us/roe26/	54	Vermilion www.roe54.k12.il.us/
27		Henderson/Mercer/Warren www.hmwroe27.com	55	Whiteside www.wside.k12.il.us/
28		Bureau/Henry/Stark www.bhsroe.k12.il.us	56	Will www.will.k12.il.us/ or www.willroe.org



Quick Start Guide

Victor eRecruiting can help you build a career

- Access information about employers offering full-time, part-time, and temporary employment
- Contact employers directly
- Upload one or more versions of your résumé and other job search documents
- Include your résumé(s) in electronic résumé books
- Research cities and industries, or obtain a profile of an occupation

Complete Your Profile

- Log into your eRecruiting account [Username = your z#, Password = birthdate (mmdd)]
- Select **View/Edit Profile Data** under the **Profile** tab on the navigation bar [first time users will be taken right to profile]
- Select the desired view: **Personal Info**, **Academic Info**, **Career Preferences**, **Continued Academics**, or **Administration**
- Click the **Edit** link at the top of the section you wish to edit
- Update your profile information
- Click **Save**

Upload Your Reference Documents

- Log into your eRecruiting account
- Select **Upload a Document** under the **Documents** tab on the navigation bar
- Choose the document type on the **Upload a Document** page and click **Next**
- Click **Browse** to select your document
- Choose the correct document and click **Open**
- Click **Upload**
- Use a Word or RTF (Rich Text Format) file
- When status is ready, click document name to view

Access Your Student Teaching Evaluations and Other Credential Documents

- Log into your eRecruiting account
- Select **Your Other Documents** under the **Documents** tab on the navigation bar
- Click on the document you want to print or save (it will open in a PDF format on your screen)
- The PDF files can be saved to your computer, to a disk, or be attached to an email to be sent electronically to employers. The files can also be printed at this point

Publish a Résumé to a Résumé Book

- Log into your eRecruiting account
- Select **Publish a Résumé** under the **Documents** tab on the navigation bar
- View the Résumé Books in the **Additional Résumé Books** section
- Choose your résumé from the **Publish Résumé** dropdown on the corresponding Résumé Book entry
- Click **Save** at the bottom of the page

Search for Jobs

- Log into your eRecruiting account
- Select **Job Search** under the **Jobs & Internships** tab on the navigation bar
- Select the **Job Postings for Educators** link in the **More Searches** box
- Keep search criteria simple by selecting 1 or 2 important criteria to define your search
- Click **Search**
- Click on the **Job Title** to view the details of the job
- For other quick, easy job searches, select **1-click Searches**, which can be found on your home page or on the search screen

Create a Saved Search

- Log into your eRecruiting account
- Select one of the searches listed
- Choose search criteria
- Click **Search**
- Choose the **Save Your Search** at the top of the list of jobs that is shown
- Name the search in the **Saved Search Name** field
- Choose the **Yes** option to receive e-mail notifications of job matches
- Select **Posted by my Career Center Only** or from **All Available Sources**
- Click **Save**
- When you receive email notification of a job being entered into Victor that meets your criteria, you should login to Victor
- Then you can either click on the link in your e-mail to be taken to a job description of that job . . . OR
- Select **Job Search** under the **Jobs & Internships** tab on the navigation bar
- Select the appropriate **Saved Search** located in the **Saved Searches** box on the search screen

TEACHING AS A CAREER CHANGE

HOW CAN I COMPETE WITH NEW GRADS?

I. Initial Preparation

- ❑ Become familiar with areas (geographic and subject) where there is greatest demand. Multiple certifications/endorsements are always better than being able to teach only one subject.
- ❑ Volunteer in the schools in your community. This demonstrates an interest; it puts you in touch with local administrators; it helps you to learn what is going on in the schools.
- ❑ Accept subbing or aiding positions, if possible. This indicates commitment to the field of teaching, and it gives you a means of testing your interest in being in the classroom.
- ❑ Learn everything possible about the districts where you would like to work. Conduct Internet research! Become an expert on local school affairs.
- ❑ Enroll in college-level courses that begin to prepare you to teach. Introductory courses in instructional methods, bilingual/bicultural education, educating students with special needs, and current issues/problems in the classroom are a few examples of such courses. Contact your nearest college/university program advisor to determine what is available.
- ❑ Research current trends in education:
 - Who are the leaders in the field of education and in your teaching specialty?
 - What are popular materials, programs, standardized measurements and techniques?
 - What are the biggest problems facing schools, children, and families in your selected district?
- ❑ Don't be afraid to ask questions. No one will expect you to have all the answers; your willingness to question will be respected.

II. Knowing – and Marketing – Your Special Skills as a Seasoned Professional

- ❑ Show your enthusiasm. Demonstrate that you have the energy and passion to compete with younger new grads.
- ❑ Demonstrate how you can combine subject area content with life context.
- ❑ Emphasize that children do not intimidate you. You have enough emotional and age distance from your students to gain their respect.
- ❑ Emphasize that parents do not intimidate you. If you are a parent yourself, you have the ability to understand a parent's point of view.
- ❑ If you are a parent, stress that you understand a child's developmental process, and that you have already encountered – and dealt with – many of the problems that you will face in the classroom.
- ❑ Highlight your geographic stability. You are not going to leave the area readily if you are an established member of the community.
- ❑ Accentuate your professional stability. After all, you have already done your career reevaluation and retraining.

SALARY/BENEFIT CONSIDERATIONS

BENEFIT	SCHOOL 1	SCHOOL 2	SCHOOL 3	SCHOOL 4	SCHOOL 5
SALARY					
starting					
highest on schedule					
number of lanes					
number of steps					
disbursement plans					
INSURANCE					
name/type of plan					
medical					
life					
disability					
dental					
vision					
family options					
EDUCATION					
percent paid					
institutional choice					
limit on hours					
other restrictions					
DAYS OFF					
vacation					
sick					
personal					
emergency					
sabbatical					
DEVELOPMENT					
fees/costs					
travel					
meals					
hotels					
limit on attendance					
RETIREMENT					
% paid by teacher					
% paid by district					
OTHER					
union dues					
mentoring					

CONSIDERATIONS IN ACCEPTING A TEACHING POSITION

OVERALL SCHOOL DISTRICT REPUTATION AND QUALITY

Research the district; talk with parents, students, teachers, secretaries. Look at the district Report Card.

- How many of the last referenda have passed? What is the composition of the School Board?
- How well does the School Board work with the teachers? With the administrators?

ADMINISTRATIVE POLICY

- Is there flexibility? Will you have leeway in the way you teach?
- Is there room for creative differences?
- Can you work with the building administrators?

SALARY AND BENEFITS

- Is the package you are being offered competitive with those of other schools in the area? What makes it a good package? What are its drawbacks?
- What was the percentage of salary increase last year? Last three-year average?
- What are the lanes and steps in the salary schedule?

LOCATION

- Is the school within commuting distance for you?
- Will you have a difficult time arriving at work in adverse weather?
- What is the composition of the community? Learn as much as you can about the community before interviewing.
- What advantages does the community provide?
- How many families have school-aged children?
- Where do most of the teachers live?

PARENTAL INVOLVEMENT/INTEREST IN THE SCHOOLS

- What percentage of the parents attended the last open house?
- Do parents resist or support educational innovations and reform?
- How much parental support is there for the teachers?

TEACHING STAFF

- What is the average age of the teachers? What is the average educational level?
- What is the average number of years that teachers have been with the school district?
- How many internal promotions have there been?

BUDGET

- Will you have to furnish many of your own supplies, or will the district support reasonable requests?
- How much input will you have in determining what materials will be ordered?

CURRICULUM DEVELOPMENT

- How much voice do teachers have in curriculum planning?
- Is the district technologically competitive?
- Are programs current?
- Is the curriculum one with which you are familiar?

PROBLEMS

- What are the major educational and social problems facing the district?
- What sorts of actions are being taken to resolve the problems?
- What long-range planning is in place to address issues of concern?

INNOVATIONS

- How up-to-date is the school/school district? What is the physical appearance/condition of the facility?
- What are standardized test scores? What sort of testing is done? How does the school rate in comparison to others in the state?

QUICK RÉSUMÉ REVIEW CHECKLIST

- Is the résumé printed on white paper?
- Is the type black? (e-mail address: remove hyperlink)
- Have all italics and underlining been omitted? (They don't scan well)
- Does the word "résumé" appear at the top of the page? (It shouldn't)
- Do the section headings stand out? (Bolding/capping should be used)
- Are the margins too large? Too small? (Minimal margins are .7)
- Are the indentations even? (Tabs should be used to ensure this)
- Is the font readable? (Arial or Times Roman work best)
- Is the font size appropriate? (10, 11, or 12 point fonts are generally accepted)
- Is the layout appealing? (Not too many different margins; consistency in formatting)
- Does each position description have a heading containing the same information given in the same order each time? (For example: position title, employer, city and state, dates)
- Are your experiences listed in order of importance/relevance to the objective?
- Are the most important positions described more fully than lesser positions?
- If bullets are used, are they standard – solid dots, squares (• ■)?
- If a bullet contains more than one line, does the second line begin directly under the first?
- Are there any spelling errors? They are unacceptable! (Remember – it's "DeKalb")
- Is there consistency in use/non-use of abbreviations, such as IL/Illinois?
- Do descriptive phrases begin with action verbs? (Try not to repeat verbs/phrases)
- Does the word "I" appear? (It shouldn't)
- Are other pronouns eliminated? (They are not essential to meaning)
- Are phrases like "responsibilities were" and "duties included" eliminated?
- Are empty words like "various," "numerous," and "several" eliminated?
- Is high school information eliminated?
- If there is a second page, are your name and e-mail address in the upper left corner and "Page 2" in the upper right corner?

