
SAMPLE RESUME FOR TEACHERS

As you pursue teaching positions, you may be asked by hiring school district personnel to provide multiple items for their review. One very important document frequently requested is a resume. This document should be well written as it serves as your chief marketing tool. Think about the hundreds of resumes a school district may have on file. What is going to make your resume stand out? How can you sway school personnel to grant you an interview when there are often multiple candidates with comparable qualifications?

When school district recruitment personnel begin to screen resumes for open positions, a reader may spend as little as 20-30 seconds skimming your resume (not reading) at first. Increasingly, a computer is scanning your resume to search for job specific “buzz words.” Either way, it is imperative that pertinent information stand out. Effective resumes adhere to simple guidelines such as: beginning with the most important material, starting phrases with action verbs and/or including important job specific jargon, being consistent in your job descriptions, and eliminating all spelling/grammatical errors. If you pass the “scan test” (human eyes or computer), it is likely that someone will return to your resume for a more thorough review.

Your resume must present your skills and qualifications in a way that best “sells” you to the employer. While every candidate is unique and may choose to use different resume formats, most resumes contain certain basic categories:

Heading

Name, address, phone number(s), and e-mail address belong at the top. Include both temporary and permanent addresses (with indication of the date you will leave a temporary address, if applicable). If you primarily use a cell phone (and rarely a land line), list only the cellular number.

Objective

Keep it concise. Identify the content area(s) or grade(s) you are certified to teach. Include mention of any extracurricular activities you are willing to direct or assist, such as coaching or advising student organizations.

Education

For the new educator/recent graduate, education follows the job objective on a resume (the education section comes at the end of your resume once you’ve been working in the field 3-5+ years). List college information with the most recent degree first. Include the degree earned, institution, major/minor, graduation date, and g.p.a., if desired. If you have unique educational experiences such as study abroad, you may want to include these here. It is not necessary that you list institutions attended for short periods of time (i.e. did not earn a degree). This information will be asked for on employment applications (and transcripts will reflect this).

Experience

Hiring school district administrators want to know if you can teach. What have you done? This part of the resume is by far the most important to those screening resumes. It may make sense to break your experiences into separate categories (e.g. student teaching experience, methods experience, practicum experience, tutoring, etc.). Use whatever format works best for you. For related work, list the school/district, location, and dates. Include basic facts of the assignments (e.g. grade levels, number of students, subjects taught) and describe your experience in specific terms (e.g. What did you prepare and present? What lessons, units, and learning centers did you design? Describe the students you taught.). Make your experience unique. Share any extra responsibilities you handled and use action verbs that will capture your skills/accomplishments.

Other

You may want to include other non-classroom experience. Summer work, volunteer experiences, research, perhaps even nonrelated positions. Remember, school district personnel want to hire the best teachers they can. If you possess other helpful qualifications and experiences, convey these in a way that skills transfer to the classroom (e.g. restaurant work demands interpersonal, communication, and management skills). Other sample categories may include leadership experience, campus activities, community service, committee work, professional affiliations or memberships, professional development and/or pre-service training, etc.

Skills

If you have special skills that would be an asset in the classroom or as a member of their teaching staff, be sure to share these. Language fluency (ies), computer skills, first aid training, musical or athletic talents... brag!

JESSICA L. MAYFIELD

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JOB OBJECTIVE

Seek elementary, special education, or middle school math teaching position.

EDUCATION

Bachelor of Science, University of Delaware, Newark, Delaware – May 2007

Major: Elementary Teacher Education (Elementary and Special Education); Discipline: Mathematics (27 credit hours)

Major GPA 3.6/4.0; Overall 3.34/4.0

Certification:

Eligible for certification, May 2007. Have successfully completed PRAXIS I and PRAXIS II. Meet highly qualified testing requirements for DE, MD, PA, and NJ.

TEACHING EXPERIENCE

Student Teacher

- Gilpin Manor Elementary School, Cecil County Public Schools, Elkton, Maryland

Developed and implemented student-centered lessons in all subject areas for a diverse group of fifth grade special and regular education students. Adapted lessons to meet individual needs by reviewing students' backgrounds and learning needs through IEPs and pre-assessments. Incorporated cross-curricular components into lessons and units. Designed, planned, and presented in-depth units on Cities, Money, and Measurement. Devised projects for individual investigation and small group collaboration suitable for students with a wide range of interests and achievement levels. Implemented positive classroom management strategies. Participated in grade level curriculum and team meetings, parent conferences, IEP meetings, and field trips. Communicated with parents on a regular basis via newsletters, daily or weekly progress reports, phone calls, and email. (November 2006 to January 2007)

- Elk Neck Elementary School, Cecil County Public Schools, Elkton Maryland

Planned and implemented lessons in all subject areas in a heterogeneous, multi-ethnic first grade classroom. Taught reading and writing through Language Experience Approach methods. Introduced a Writers Workshop appropriate for first grade abilities. Developed learning stations in reading and science. Prepared and taught an integrated unit on Seeds by utilizing a variety of resources including books, technology, and hands-on activities. Established an active learning environment through positive feedback. Designed arts and crafts activities, as well as read-aloud sessions that brought a variety of books into the classroom. Used cultural activities, songs, and materials to enhance student learning and self-esteem. (August to November 2006)

Methods Experience

- Cedar Lane Elementary School, Appoquinimink School District, Middletown, Delaware

Designed and taught a unit on Insects and Spiders, based on Delaware State Standards, to 23 self-contained third and fourth grade students with disabilities including Learning Disabled, Seriously Emotionally Disturbed, Educable Mentally Handicapped, Cerebral Palsy, and ADHD. (Spring 2006)

- Forest Oak Elementary School, Red Clay Consolidated School District, Newark, Delaware

Taught an integrated unit on Holidays to a class of 24 third grade students with a wide range of abilities. (Fall 2005)

- Brader Elementary School, Christina School District, Newark, Delaware

Tutored individual students and taught inquiry science lessons using Smithsonian Science Kits. (Fall 2005)

ADDITIONAL EXPERIENCE

- Substitute Teacher, Grades K-8, Christina and Colonial School Districts, Newark/Wilmington, Delaware (Spring 2006)
- Day Care Assistant/After School Aide, Big Kids Child Care and Holy Angels After-School Program, Newark, Delaware (2004-05)
- Summer Camp Counselor, YMCA, Wayne, New Jersey (Summers 2002 and 2003)
- Reading Volunteer, Latin American Community Center, Wilmington, Delaware (2002-2005)

PROFESSIONAL DEVELOPMENT

Seminars and pre-service workshops attended in 2006-2007 include: Cooperative Learning; Discipline and Classroom Management; Non-Violent Crisis Intervention; ADD/ADHD; Writing an Individualized Education Plan; Flexible Grouping in Math; Collaborative Teaming; and Narrowing the Achievement Gap of African American Students in Reading – A Recipe for Success.

HONORS AND ACTIVITIES

Kappa Delta Pi Education Honor Society (Recording Secretary 2005-06); Dean's List; UD Marching Band; Habitat for Humanity