

résumé guide for education seniors



Quick Résumé Answers

Why Develop a Résumé?

The purpose of your résumé is to introduce you to the hiring personnel at possible student teaching sites. Since your résumé is your personal marketing tool, it is critical that your résumé be well organized in an attractive manner in order to draw the attention of a busy employer.

What Form Should my Résumé Take?

Since each résumé reflects an individual's personal experience, there is no single correct résumé format. The chronological résumé format is the most common type of résumé; it is the one many

employers expect. Classroom and teaching related experiences, work and education are listed in chronological order, starting with the most recent. Sample résumés included in this guide are an example of this type.

Résumé Wizards/Templates

We do not recommend using a résumé wizard or template (through Word or another program) to create your résumé. Although wizards and templates make creating a résumé easy, they are often difficult to format or make changes to later.

For assistance with creating and formatting a résumé, contact the

Office of Career Services.

Optimal Resume

The Office of Career Services only reviews résumés through Optimal Resume. A link to this free online tool is located on the Career Services' website.

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Your Personal Marketing Tool

"Arguably, teaching is one of the most important careers in the world. Although, just because you are a dedicated and passionate teacher does not mean that your teacher resume will be selected. To get hired in today's very competitive teaching market your resume must sell you strongly and at a glance."

From <http://www.easyjob.net/resume/position/teacher-resume.htm>

Developing Your Résumé

Steps to take

Step One - Information Gathering

- Educational background
- Experience (both paid work and internships)
- Interests, activities and involvement

Step Two - Compose and Edit

- Decide which parts of your résumé are most relevant to the position for which you are applying
- Write short, descriptive statements to describe activities, honors and responsibilities in which you have participated.
- Statements should begin with action verbs
- Edit and refine your language
- Use past tense and action verbs in your descriptions
- Avoid full sentences and using the word “I”
- Highlight accomplishments and results

Step Three - Production

- Proofread carefully
- Use white or light-colored quality bond paper

Career Services Résumé Resources

Appointments can be made to review a draft of your résumé in Optimal Resume, or you can come by during drop-ins, 4:00-4:45 p.m., Monday through Friday.

careers@hope.edu

616-395-7950

Major Résumé Components

The following are headings commonly found on résumés. Include only those sections that are appropriate for you.

- **Name, address, telephone and email**—if you are living on campus, include your current and permanent address and use a telephone number where you can be easily reached. If you have an answering machine or voicemail, unusual or inappropriate greetings should be avoided. Make sure to include a non-Hope email address.
- **Objective**—the objective is a concise statement of exactly what you want to pursue. It is better not to include an objective at all than to use one that is too broad or inappropriate for what you are seeking.
- **Education**—emphasize the highest level you have achieved. Include other training or activities that are pertinent to your objective. If your GPA is at or above a 3.0, include it, as well as semesters abroad, language skills, or other specialized expertise. Do not include references to high school.
- **Classroom and Teaching Related Experience**—this is the longest and most significant part of your résumé. This section should include both paid and unpaid experiences in most recent order first, and should reflect skills that are desired for the position you are seeking.
- **Campus activities and volunteer work**—you can reveal additional transferable skills (i.e. leadership or supervisory qualities, budget responsibilities and program development) listing and describing your campus activities, leadership and volunteer work.
- **Relevant skills**—this is an optional section in which you may list or describe special skills which are applicable to the type of position sought. These could include computer languages, laboratory skills, artistic skills or foreign languages.
- **Honors and awards**—this could be a sub-category under education, or its own category. You may mention the Dean’s List, academic honors, prizes for leadership or other achievements, which demonstrate academic achievement or special abilities.
- **Publications**—list the articles, books, or manuscripts which you have had published, and identify your publisher or journal.
- **Interests or other facts**—this optional category can be used to provide an employer a more complete picture of you and your background. Personal interests such as marathon running, restoring automobiles, or playing an instrument have helped students establish a common interest with certain employers.
- **References**—your references are individuals whom you choose who can speak knowledgeably on your behalf for employment. Select them carefully and well in advance of beginning your employment search. They should be noted as “Available upon request”.
- **Portfolio or audition materials**—when appropriate, you may also have a portfolio. Yours can be electronic and may include slides or paintings, sculptures (several views), fly work and drawings, and should be indicated as “Available upon request”. A listing of exhibitions would also be helpful if these are not already on your resume. Audition material may include CD’s, DVD’s, writing samples (e.g. scripts, news copy) and should also be indicated as “Available upon request.”

Action Verbs

Management Skills

administered
analyzed
assigned
attained
chaired
contracted
consolidated
coordinated
delegated
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
moderated
motivated
negotiated

persuaded
promoted
publicized
reconciled
recruited
spoke
translated
wrote

Research Skills

clarified
collected
critiqued
diagnosed
evaluated
examined
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed
systematized

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
stimulated

Financial Skills

administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecast
managed
marketed
planned
projected
researched

Creative Skills

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/Detail Skills

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

Source:
The Good Résumé Guide, Yana Parker

Jennifer C. Thomas

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Holland, MI 49423

616-355-1234
jct@yahoo.com

PROFESSIONAL OBJECTIVE

Seeking a professional position as an elementary educator to provide a positive learning atmosphere where students may acquire the academic and social skills needed to function as individuals and members of society.

EDUCATION

Hope College – Holland, MI May 20XX
Bachelor of Arts: Language Arts, Minor: Math GPA: 3.4/4.0
Michigan Elementary Provisional Certificate with endorsements in all subjects K-5
(K-8 self-contained) Language Arts (BX) and Mathematics (EX), grades 6-8

EDUCATIONAL HIGHLIGHTS

Varsity softball team 20XX – 20XX

- All-American – First Team Division III 20XX
- GTE – CoSIDA Academic All-American Second Team 20XX
- GTE – CoSIDA Academic All-District Team 20XX
- MVP of MIAA Conference 20XX
- All-American Scholar Athlete 20XX, 20XX
- MIAA First Team All Conference 20XX, 20XX

Volleyball & Field Hockey Team 20XX, 20XX
Alvin W. Vanderbush Award Recipient 20XX
(Athletics – Academics – Leadership – Campus Life)

RELEVANT EXPERIENCE

Student Teacher

Lincoln Elementary School – Zeeland, MI Fall 20XX

- 11-week internship in a fourth grade gifted cluster and team teacher of three other fourth grade classrooms.
- Demonstrated responsibilities of a full-time teacher in all areas from academics to organizing extra-curricular activities.

Teacher's Aide

Path Program – Holland, MI Spring 20XX

- Created and implemented creative writing lessons to seventh and eighth grade gifted students.

Team Teacher

Lincoln Elementary School – Holland, MI Spring 20XX
Longfellow Elementary School – Holland, MI Spring 20XX

- Designed and directed week-long units covering all academic areas in fourth and first grade classrooms.

Teacher's Aide

Lincoln Elementary School – Zeeland, MI Fall 20XX

- Assisted in a fourth grade classroom once a week for a 12-week period.

WORK EXPERIENCE

Education Intern

Michigan Historical Museum – Lansing, MI Summers 20XX-20XX
Education Department, Michigan Department of State

- Organized various educational activities for over 500 inner city children ages 5-16.

Summer Staff

“Kids Kamp”, Lansing Parks and Recreation – Lansing, MI Summer 20XX

- Directed, supervised, and implemented daily group activities for 30-40 children.

Sport Announcer

Hope College – Holland, MI 20XX-20XX

- Announced various athletic events including women's basketball and volleyball.
- Announced the 1990 NCAA Division III Women's National Basketball Championships.

Resident Assistant

Hope College – Holland, MI Fall 20XX – Spring 20XX

- Was responsible for developing a sense of community among residents, interpreting and implementing the policies of the college.
- Planned and executed wellness program.

Peter T. Boyer

Current Address until May 3, 20XX
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Holland, MI 49423
616-395-4808

ptb@hotmail.com

Permanent Address
5104 E. Horton Road
Blissfield, MI 12345
517-486-4287

PROFESSIONAL OBJECTIVE

Seeking a professional staff position as a secondary mathematics and/or biology teacher to provide a positive role model and learning environment so that students may gain the academic and social skills needed to function upon graduation.

EDUCATION

Hope College – Holland, MI May 20XX
Bachelor of Arts: Mathematics, Minor in Biology GPA 3.49/4.0
Michigan Secondary Provisional Certificate June 20XX
with endorsements in Mathematics (EX) and Biology (DA), grades 6-12

Honors: Dean's List, Hope Alumni Scholarship, Cum Laude

RELEVANT EXPERIENCE

Student Teacher, Saugatuck High School – Saugatuck, MI February – May 20XX
• Taught during an 11-week internship in geometry, eighth grade computer, 2 basic algebra and 2 algebra classes
• Handled responsibilities of a full-time teacher in all areas

Volleyball Coach, Saugatuck High School – Saugatuck, MI February – March 20XX
• Managed a seventh grade volleyball team
• Introduced and taught skills to beginning players

Volunteer Staff, Young Life Camp Saranac – Saranac, NY July 20XX
• Managed a rope course and encourage high school youth through the course each day

Tutor, Upward Bound and Independently – Holland, MI March 20XX
• Assisted four students of varying ages who were struggling in algebra, pre-calculus, or eighth grade mathematics

Teaching Placement, Zeeland High School – Zeeland, MI May 20XX
• Actively observed, assisted, and taught for an hour each day in two basic algebra classes

Teacher's Aide, Holland High School – Holland, MI Fall semester 20XX
• Aided and observed computer and calculus classes of a veteran teacher for ten weeks

COLLEGE INVOLVEMENT

Drama/Coach, Nykerk: Traditional College Event at Hope College – Holland, MI October 20XX – 20XX
• Directed the construction of a drama set for a traditional theater competition

Resident Assistant, Kollen Hall and Kleinheksel Cottage, Hope College – Holland, MI 20XX – 20XX
• Served 40 first and second year students in a residence hall where educational programs were organized and college policies were enforced
• Provided leadership to housemates and enforced college policies

Student Supervisor, Information Center and Public Safety, Hope College – Holland, MI 20XX – 20XX
• Trained and supervised the work of students in the telephone information service of the college

Senior Committee, Senior Alumni Events Committee, Hope College – Holland, MI 20XX – 20XX
• Organized the events of the senior class for the introduction to the Hope College Alumni program

EDUCATION

Hope College – Holland, MI

(May 20XX)

Bachelor of Arts: Learning Disabilities

Overall GPA: 3.6/4.0 Major GPA: 3.8/4.0

Michigan Elementary Provisional Certificate with endorsements in all subjects K-5 (K-8 self-contained) and Learning Disabilities (SM), grades K-12

CLASSROOM EXPERIENCES

Teacher

(January 20XX – present)

Lincoln Elementary – Holland, MI

- Permanent substitute in an elementary resource room.
- Created individualized reading programs that incorporate multi-sensory techniques to teach phonetic patterns and word decoding strategies.
- Administered a battery of informal assessment tools to evaluate student's individual needs.
- Collaborated with parents, teacher consultant, psychologist, social worker, and behavior specialist to address behavior issues.
- Directed several IEPC's including transitional IEP's.

Student Teacher

(Fall 20XX)

Lincoln Elementary – Zeeland, MI

- Eleven-week internship in an elementary resource room.
- Planned lessons designed to meet IEP goals of Learning-disabled students.
- Addressed behavior management issues.
- Responsible for collaborating with regular education teachers for implementing partial inclusion model
- Participated in IEPC meetings.

Teacher Assistant

(Spring 20XX)

Hamilton Elementary – Hamilton, MI

- Designed lesson plans for learning disabled and emotionally impaired students in a resource room.
- Completed informal and formal assessment procedures to analyze student's strengths and weaknesses in a case study.
- Participated in IEP meetings.

Reading Tutor

(Fall 20XX)

Lincoln Elementary – Zeeland, MI

- Tutored three children in the ZEST reading program.
- Utilized different reading techniques such as the Neurological Impress Method and Informal Reading Inventories.

Teacher Assistant

(Spring 20XX)

Apple Orchard Early Childhood Center – Holland, MI

- Taught pre-primary skills and provided a nurturing, loving relationship to disadvantaged children in a Head Start preschool program.

Teacher Assistant

(Fall 20XX)

Holland West Middle School – Holland, MI

- Provide academic support to learning disabled students in a resource room.

Teacher Assistant

(Spring 20XX)

St. Francis de Sales – Holland, MI

- Provided academic support and assistance in a fifth grade classroom, while tutoring six at-risk student in math.

ADDITIONAL EXPERIENCES

Assistant Varsity Basketball Coach (Fall 20XX)

Holland High School – Holland, MI

- Assisted head coach in instructing varsity girl's basketball players during practices and games.
- Interim junior varsity coach for three weeks.

Girl's Recreation BBall Supervisor (Fall 20XX)

Holland Recreation Department – Holland, MI

- Supervisor and instructor of basketball program designed to teach fundamentals and sportsmanship to girls in first through sixth grades.
- Designed lesson plans for first through fourth grade clinic, coached a fifth/sixth grade team, and supervised five coaches.

Boys Recreation BBall Supervisor (Winter 20XX)

Holland Recreation Department – Holland, MI

- Supervised and instructed first/second grade boys' basketball program.

Activity Leader (Summer 20XX)

Holland Recreation Department – Holland, MI

- Planned and implemented games, crafts, social activities and special programs for at-risk youth (4-12 years of age) in a Summer Playground Program at Kollen Park.

Assistant Director (Spring 20XX)

Hope College/Holland Recreation Department – Holland, MI

- Assistant Director of the first annual Spring Training Softball Clinic in cooperation with the Holland Recreation Department.

Sunday School Teacher (Summer 20XX)

1st Reformed Church – Holland, MI

- Taught Bible lessons and coordinated crafts for fourth grade girls.

After School Sports Supervisor (Fall 20XX)

Holland Recreation Department, – Holland, MI

- Supervised after school sports activities at Holland West and East Middle Schools.

Softball Umpire (Summer 20XX)

Holland Recreation Department – Holland, MI

- Umpired girls recreation softball. Positively interacted with girls ages 8-15.
- Exercised strong decision-making skills.

COLLEGE HONORS

Hope College Alumni Scholarship (20XX – 20XX)

NCAA Division III Academic All-American in Softball (20XX)

MIAA Honor Roll of Athletes (20XX – 20XX)

Dean's List (6 semesters) (20XX – 20XX)

Co-Captain of Women's Softball Team (20XX)

COLLEGE INVOLVEMENT

Hope College Women's Softball Team (20XX – 20XX)

MIAA Female Athletic Representative for Hope College (20XX – 20XX)

Intramural Women's Basketball, Co-Ed Football, Co-Ed. Basketball (20XX – 20XX)