

the how to: for educators

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RECOMMENDED JOB SEARCH TECHNIQUES

1. Write the best RESUME and COVER LETTER you can
 - ü Come to Resume Writing Workshop
 - ü Make a counseling appointment and get your documents critiqued during our Quick Question hours
 - ü Start early in the semester you are graduating
 - ü Continually update both the resume and the cover letter
 - ü The cover letter should be specific for each district
2. Begin to develop PROFESSIONAL RELATIONSHIPS/NETWORKS during student teaching
 - ü Eat lunch in faculty room
 - ü Type thank you letters to the principal (include your resume) and cooperating teacher
 - ü Participate in school meetings and events; after-school activities
3. TELL EVERYONE you know that you are looking for a job!!!
 - ü Keep your resume on you at all times
 - ü Don't be bashful
 - ü Network with professional & alumni organizations
4. MANY districts are now requiring candidates to fill out ON-LINE APPLICATIONS and many are no longer accepting resumes through the mail. These on-line applications are time-consuming so plan ahead. With most on-line applications, your application and resume/cover letter are fed into a district database. Many sites allow you to create a username and password which allows you to update your information. PLEASE note, www.olasjobs.org allows you to complete an on-line application and you MUST regularly check the website and APPLY for posted positions by the participating districts.
5. Review and respond to all NEWSPAPER CLASSIFIEDS even if they overlap with districts who may already have your resume. They keep resumes in response to ads in a separate "pile".
 - ü *Sunday Week in Review: New York Times*
 - ü *Sunday Newsday*
6. Participate in The Career Center EDUCATION RECRUITMENT PROGRAM/ "RESUME DROP"
 - ü Don't forget the first step is the resume drop every February
 - ü On-campus interviews are held in March or April
7. MASS MAILINGS/UNSOLICITED APPLICATIONS (several)
 - ü Try and be at the top of the pile
 - ü Repeat mailings to the same districts; even if you get a postcard! They don't have a file with your name on it (often times resumes are stored in boxes or are thrown out if not needed)!
 - ü Send a mass mailing at the end of the Winter (Feb.), Mid Spring (April) and early summer (after school budget vote). Be sure to personalize each letter.
8. INTERNET JOB BANKS allow you to search for jobs on-line and post your resume (see the last page of this manual for suggested sites). However, the districts that utilize these sites tend to be districts outside of the New York metropolitan area, districts seeking hard to staff positions, and private schools.

The more methods you use and the more you repeat these methods, the more you increase your chances for job search SUCCESS!

What is a Resume?

A resume is

- a summary of your skills, experiences, achievements and activities,
- and a marketing tool presented to employers in order to obtain an interview

A *good* resume is

- succinct, detailed and action-oriented;
- organized with easy-to-read headers, identifiable sections and an effective use of white space;
- and focuses the reader on the information most relevant to the position applied for.

Resume Contents

Identification:

Name, address(es), phone number(s), e-mail

- Include both campus and permanent address and phone number if currently at school
- Include day/evening/cell phone number if appropriate

Tip: Make sure that a professional greeting is recorded on your voice-mail or answering machine.

Tip: Make sure that you use a professional e-mail address (i.e., yourname@hofstra.edu vs. sexy2007@gmail.com)

- Do not include non-relevant personal information such as your age, sex, marital status, race, religion, national origin, political affiliation, social security number, or health status

Objective:

The reason you are sending the resume to the employer (optional)

- Objectives are not required, but are often useful to focus a resume
- Clear, concise and specific to the position applied for

Example: Instead of "I am currently seeking any position in a museum where I can use my diverse range of art history skills," use something like "To obtain a Tour Guide position in a natural history museum"

Education:

Institution(s) attended, location, degree(s) earned, major(s), minor(s), cumulative GPA, major GPA, correlate, thesis, graduation date

- May include key courses relevant to objective
- May highlight achievements, such as a high GPA
- High school is not necessary to include
- If a degree/certificate is not yet earned, include credits earned and area studied

Experience:

Work experience, research experience, volunteer experience, fieldwork, internships, organizational leadership, etc.

- Include the following components within this section for each entry:
- Position held (Title)
- Name and location of organization
- Dates of work

Tip: Remember to be consistent in your use of date formats; for example, use ONE of the following date styles rather than “mix and match”:

January 2002-May 2002, or 1/2002-5/2002, or Jan. 2002-May 2002, or Spring 2002

- Accomplishments and responsibilities
- Demonstrated skills

Tips for writing the experience section



How to start

- § Brainstorm all of your experiences, paid and unpaid.
- § Include accomplishments for each
- § Include responsibilities
- § Include skills needed to meet those responsibilities
- § *Rank the experiences by importance to the job you seek.*
- § Now you can start to write them out in a more

- Work chronologically within each category starting with your most recent experience.
- Describe (rather than list) your accomplishments using action words to depict yourself as “a doer.” (A list of action words is included on page 6). Quantify whenever possible, using numbers, percentages and dollars.
- Include transferable skills you gained from each experience; those skills that you build and carry with you as you move from job to job such as oral and written communication, interpersonal skills, working effectively with a team, leadership, and research or analytical skills.
- Place those jobs and accomplishments that will be valued most for the job you are seeking prominently on your resume.

Honors and Activities:

Academic honors or other awards, leadership roles in activities

- If academic honors are listed in Education, do not repeat them here
- Avoid a “laundry list” of affiliations
- Include the length of your affiliation/dates
- Include high school activities/honors only if they are highly pertinent to the job you are seeking or this is your first year in college

Skills:

Relevant skills to the position such as computer skills, language proficiencies and key job specific skills

- Indicate the level of your understanding of a language (such as fluent or conversational) and computer skills.

Interests:

Indicates an interest outside of your stated experience

- Category is optional
- Irrelevant or assumed interests need not be included

References:

Names, titles, addresses, phone numbers and e-mail addresses of people a potential employer may contact.

- Use a separate sheet; do not include “References upon request” on resume
- Maintain the same format (font, style, paper quality) as your resume
- Use professors, current and former employers, or student-organization advisors who can speak to your qualifications rather than friends or family. Three - five people are standard.

Tip: Be sure to get your references' permission first and give them a copy of your resume!

Tip: After you have made a decision about a job or internship offer, send a thank-you letter to each of your references informing them of your plans.

ACTION WORDS

accelerated	cultivated	headed	participated	settled
accomplished	decentralized	helped	performed	shaped
achieved	decreased	hired	pinpointed	showed
acquired	defined	identified	pioneered	simplified
activated	delegated	implemented	planned	sold
adapted	delivered	improved	prepared	solved
addressed	demonstrated	improvised	presented	sorted
administered	designated	increased	prevented	sponsored
advised	determined	initiated	procured	staffed
allocated	developed	inspected	produced	standardized
analyzed	devised	inspired	programmed	started
anticipated	directed	installed	projected	stimulated
applied	discharged	instigated	promoted	streamlined
appointed	discovered	instituted	proposed	strengthened
appraised	distributed	instructed	proved	stretched
approved	documented	integrated	provided	structured
arranged	doubled	interpreted	published	studied
assessed	earned	interviewed	purchased	suggested
assisted	effected	invented	recommended	supervised
attained	eliminated	invested	reconciled	supported
audited	employed	investigated	recruited	surpassed
augmented	enforced	launched	redesigned	surveyed
averted	engineered	lectured	reduced	sustained
avoided	established	led	re-established	tailored
broadened	estimated	lightened	regulated	taught
built	evaluated	liquidated	reinforced	terminated
calculated	examined	located	rejected	tested
centralized	exceeded	made	related	tightened
clarified	executed	maintained	renegotiated	traded
collaborated	exercised	managed	reorganized	trained
combined	expanded	marketed	reported	transacted
completed	expedited	mediated	represented	transferred
composed	extended	minimized	researched	transformed
conceived	extracted	mobilized	reshaped	translated
concluded	facilitated	modernized	resolved	trimmed
condensed	financed	modified	restored	tripled
conducted	forecasted	monitored	revamped	uncovered
consolidated	formed	motivated	reviewed	undertook
constructed	formulated	negotiated	revised	unified
consulted	found	obtained	revitalized	used
contracted	founded	operated	revived	utilized
contributed	framed	ordered	saved	verified
controlled	fulfilled	organized	scheduled	vitalized
converted	generated	originated	secured	widened
coordinated	guided	overcame	selected	won

Resume Tips

Layout

- Crisp and clean look which is visually appealing
- Effective use of white space to avoid a “dense” looking resume
- Use spacing to accentuate headings

Length

Generally, does not exceed one page for current students or new graduates

Note: Exceptions may include resumes for teachers, nurses, researchers, non-traditional students, or curriculum vitae for those working in academia.

Emphasis

Bold, *italics*, underlining and CAPITALS can be used to make key information, such as headings, job titles, or employers, stand out.

Be consistent in your use of these tools.

Avoid over-use of emphasis tools, since it can break the flow of the resume.

Reproduction and Printing

High-quality stock paper of at least 20-pound weight is preferred.

Paper should be conservative colors such as white, buff, tan or light gray.

Print on a laser quality printer; photocopies should be professional quality.

Font size should be conservative; no smaller than 10 pt and no larger than 12 pt (except for headings).

Tips for a Computer Friendly Resume

If you plan to send your resume via e-mail, consider the following suggestions:

- Save your resume as an RTF (rich text format) or PDF (portable document format; Adobe Acrobat software required)—this will help eliminate any potential software compatibility problems.
- Make sure your resume is suited to online viewing—avoid using italics, lines, graphics or other design elements that may interfere with the screen quality of your resume.

Resume Checklist

- Ø Do you have the resume components listed in an order that highlights your most relevant experience?
- Ø Is your format consistent throughout the resume?
- Ø If you included an objective, is it clear and position specific?
- Ø Does your experience list all the key components: position, employer, location and dates?
- Ø Are the descriptions of your experience results-oriented in terms of accomplishments?
- Ø Are your experience descriptions in the correct verb tense? (Use the present tense for current experience and the past tense for previous experience; for example, “assist” versus “assisted.”)
- Ø Is it one page – no more than two in length?
- Ø Are dated listings in reverse chronological order within each section?
- Ø Does your resume look neat, crisp and well spaced on the paper?
- Ø Is your resume free from errors?
- Ø Is your resume an honest and accurate representation of your professional self?

Resume Template

Campus Address:

Home Address:

OBJECTIVE

The reason you are sending the resume (optional)

CERTIFICATION

What state certifications you are receiving or currently holding

EDUCATION

Institution(s) attended, location, degree(s) earned, major(s), correlate, date graduated

EXPERIENCE

Work experience, research experience, volunteer experience, fieldwork, internships, etc.
Include title, employer, location, dates and accomplishments

HONORS AND ACTIVITIES

Academic honors and other awards, leadership roles and activities

SKILLS

Computer skills, language proficiencies, key job specific skills

Campus Address (until 12/07)
123 Netherlands
Hempstead, NY 11549

SUSAN B. ANTHONY
sba@pride.hofstra.edu
(516) 932-0000

Permanent Address
22 Main St.
Greenwich, CT 11111

CERTIFICATION:

- Candidate for NYS Initial Teaching Certification, Childhood Education Grades 1-6
- CPR for the Professional Rescuer, First Aid Basics, AED Essentials, and Water Safety Instruction

EDUCATION:

Hofstra University, Hempstead, NY
Bachelor of Arts, Elementary Education – 12/07
GPA: 3.8

Nassau Community College, Garden City, NY
Associate of Arts, Psychology – 5/04
GPA: 3.5

PROFESSIONAL ASSOCIATIONS & COMMUNITY INVOLVEMENT:

- Long Island Language Arts Council - Member
- American Association for the Child's Right to Play - Member
- Golden Key National Honor Society - Member
- ABC Elementary School PTA - Reading Committee Chairperson, Fundraising Committee Member
- Special Olympics - Volunteer

RELATED EXPERIENCE:

Private Tutor , various students - <i>Second - Fourth Grades</i>	Summer 2006 - present
After-School Volunteer , Park Avenue Elementary School - North Bellmore, NY	Spring 2007
Water Safety Instructor & Lifeguard Town of Hempstead, WaterBabies, Marriott Hotel - Long Island, NY	Summers 2002-2007
Math and Science Fair , California Avenue School - Uniondale, NY <ul style="list-style-type: none">• Facilitated a science station, "Water Wonders"	4/07

TEACHING EXPERIENCE:

Student Teacher <i>Fifth Grade</i> - Searingtown Elementary School - New Hyde Park, NY <ul style="list-style-type: none">• Reviewed DBQ's and graded practice drills for the <i>NYS Social Studies Assessment</i>• Requested by a fifth grade teacher to conduct a successful cooperative learning math lesson for her class• Led after-school review and extra help sessions• Developed inquiry based science experiment where students witnessed the food chain in action• Observed parent-teacher conferences <i>Second Grade</i> - Stratford Road Elementary School - Plainview, NY <ul style="list-style-type: none">• Worked one-on-one with student with limited English proficiency• Assisted with planning field trip to the Long Island Aquarium in Riverhead to support science unit• Created interdisciplinary lesson on fractions using M&M's where students wrote a letter to the company reporting their results• Utilized graphic organizers to reinforce writing skills of students• Prepared materials for Back to School Night• Supported teacher in report card organization using MS Excel	Fall 2007
Participant Observer <i>Kindergarten</i> - Seaford Manor School - Seaford, NY <i>Sixth Grade</i> - Mandalay Elementary School - Wantagh, NY <i>First Grade</i> - Unqua Elementary School - Massapequa, NY	Fall 2005-Spring 2007

COMPUTER SKILLS:

Microsoft Word, Excel and PowerPoint, Kidspiration, Adobe Photoshop, Internet, and Digital Photography

Harriet Tubman

123 Main Street, Hempstead, NY 11111 ■ Telephone # (516) 463-6060 ■ Email: Harriet123@hotmail.com

Certification Candidate for New York State Initial Certification, Childhood Ed., 1-6

Education *Hofstra University*, Hempstead, NY
BA, Elementary Education and Psychology, expected December 2006
• Dean's List, 2003 – 2006 **Overall GPA: 3.97** **Education GPA: 4.0**
• Member of Phi Beta Kappa, Kappa Delta Pi, and Golden Key International Honor Society

Teaching Experience

Private Tutor 8/05 - present
• Assist fourth-grade student in enhancing math computational and problem solving skills.

Student Teacher

North Side Elementary School, East Williston, NY Fall 2006
Grade 2 Inclusion

- Differentiated instruction and worked one-on-one with special education student
- Collaborated with Special Education Teacher and Teaching Assistant
- Developed interdisciplinary and hands on activities/lessons for corn and bat units
- Facilitated small group activities for low performing students
- Led guided reading group

Grade 5

- Prepared students for NYS Social Studies Assessment
- Assisted students and parents with lung dissection activity
- Prepared a science unit on animals which emphasized hands-on learning, centers, internet research and PowerPoint presentations
- Observed gifted pull-out instruction

Participant Observer

Searingtown Elementary School, Herricks, NY 2/05-5/05
Grade 3

- Utilized KWL chart to teach interdisciplinary lesson on snails, which encouraged research and observation
- Facilitated cooperative learning activity as part of comprehensive unit on division
- Worked with guided reading groups

Teacher's Assistant and After School Program Volunteer 9/03 – 6/05

Lockhart Elementary School, Massapequa, NY – Grade 2

Related Experience

Band Facilitator 2003 – present
Youth Leader 2000 – present
ABC Church, Hempstead, NY

Other Experience

Server
Various Restaurants, Long Island, NY 6/00-present
• Train new employees and handle cash transactions averaging \$1,000.00 per shift.

Computer Skills

Microsoft Word, Excel, PowerPoint, Access and Outlook; Word Perfect; Adobe Photoshop;
Basic Web Design; Internet

Jacqueline Kennedy

1919 May Place
Massapequa Park, NY 11762
(516) 795-0000
teacher4u@yahoo.com

Profile

Mature professional with real world experience seeking a full-time or leave replacement position.
Candidate for NYS Initial Certification in Teaching Students with Disabilities (1-6)
Candidate for NYS Initial Certification in Teaching Childhood Education (1-6)
ABA (Applied Behavioral Analysis) Trained

Education

Hofstra University, Hempstead, NY
Master of Science in Education, Inclusive Elementary Special Education, expected December 2007
Overall GPA: 3.97

Providence College, Providence, RI
Bachelor of Arts in Psychology, May 1980

Awards

Hofstra James A. Smith Annual Scholarship
Kappa Delta Pi Educational Honor Society

Related Experience

Student Teacher – Abbey Lane, Levittown UFSD

Grade 3 – Inclusion Classroom

to commence 10/07

Grades 1 & 2 – Self-Contained

9/07-present

- Instruct children with significant cognitive impairment
- Develop and teach lessons that target student IEP goals and NYS Learning Standards
- Learn and utilize differentiated instructional strategies
- Implement 1st grade math unit
- Participate in Parent-Teacher Conferences
- Collaborate with other classroom teachers

Graduate Assistant - Diane-Lindner-Goldberg Childcare Institute, Hempstead, NY

9/05-8/06

- Supervised group activities in a Pre-K setting and implemented effective classroom management strategies

Paraprofessional – Birch School, Merrick UFSD

2001-2004

- Worked one-on-one with a student with Asperger's Syndrome
- Developed curriculum in all subject areas
- Utilized ABA techniques
- Communicated with parents on student progress and needs

Related Activities

Massapequa PTA Committee Chairperson – Reading, Holiday, Parent-Teacher Relations

Other Professional Experience

Bookkeeper – American Windows, Lake Success, NY

1998-2001

Jr. Accountant - MBA Industries, New York, NY

1981-1984

Computer Skills

Proficient in Microsoft Word & Excel, and Internet; Basic PowerPoint skills

Abigail Adams

15 Main Street, Hempstead, NY 11549
(516) 123-4567 aadams@optonline.net

HIGHLIGHTS OF QUALIFICATIONS

- ✓ Diplomatic, industrious, flexible, creative, passion for current events and politics
- ✓ Proficient in Microsoft Word, Excel, Publisher, PowerPoint, and WordPerfect
- ✓ Candidate for New York State Initial Certification in Social Studies, 7-12
- ✓ Advanced Certificate, Middle Level Extension Grades 5-6

EDUCATION: **Hofstra University**

May 2008 Master of Science, Secondary Education: Social Studies GPA: 4.0

Hempstead, NY

EDUCATION: **State University of New York at Binghamton, Harpur College**

May 2006

Bachelor of Arts, Philosophy, Politics, and Law

Binghamton, NY

- ✓ Harpur College Dean's List
- ✓ Outstanding Citizen Award

TEACHING EXPERIENCE:

03/08-05/08 **Student Teacher-** Merrick Avenue Middle School

Merrick, NY

01/08-present **Student Teacher-** Calhoun High School

Merrick, NY

12th Grade Government and Politics, Advanced Placement

- ✓ Responsible for three Advanced Placement Government classes
- ✓ Develop student centered lessons and activities for units on Public Opinion and the Media, Political Parties, and Interest Groups
- ✓ Incorporate New York State Standards for Social Studies Education in curriculum
- ✓ Implement daily aims and do-now activities to start classes
- ✓ Prepare students for the Advanced Placement Exam in U.S. Government and Politics

11th Grade Writing Applications

- ✓ Guide and tutored students that needed extra help on a one-on-one basis
- ✓ Prepare students for the New York State Regents Exam in U.S. History and Government

11/07-01/08 **Substitute Teacher-** Massapequa High School

Massapequa, NY

EDUCATION AND LEADERSHIP EXPERIENCE:

06/01-present Town of Oyster Bay Summer Recreation Program

Massapequa, NY

- ✓ **Marjorie Post Park Camp Director**

06/01-present South Shore School of Dance

Massapequa, NY

- ✓ **Dance Instructor**

09/07-01/08 Hofstra University, Department of Curriculum and Teaching

Hempstead, NY

- ✓ **Graduate Assistant**

11/04-5/05 Boys and Girls Club After School Program

Binghamton, NY

- ✓ **Program Coordinator**

9/02-5/03 Binghamton University Daycare Center

Binghamton, NY

- ✓ **Assistant Teacher and Substitute Teacher**

PROFESSIONAL MEMBERSHIPS:

- ✓ Long Island Council for the Social Studies
- ✓ National Council for the Social Studies
- ✓ New Teacher Network at Hofstra University
- ✓ Regional Membership Development Advisor, Delta Phi Epsilon Sorority

Paul Revere

123 Revolution Way, Hampton Bays, NY 11111

Phone: (631) 987-6543 E-mail: teacher123@aol.com

- Profile:** Energetic, motivated and results-oriented professional bringing life experience to the classroom. Possesses a desire to create dynamic and engaging science lessons that incorporate various learning modalities.
- Certification:** Candidate for NYS Initial Certification in **Biology, Chemistry, and General Science (7-12)**
- Education:**
- | | |
|--|-------------------|
| <i>Hofstra University, Hempstead, NY</i> | GPA 3.86 |
| Master of Science, Secondary Education-Science | expected May 2008 |
| ♦ Coursework includes: science teaching methods and curriculum, special education and adolescent learning and development. | |
| ♦ Member of National Association of Biology Teachers. | |
|
<i>Adelphi University, Garden City, NY</i> | |
| Master of Business Administration, Management | May 2000 |
|
<i>Molloy College, Rockville Centre, NY</i> | |
| Bachelor of Science, Biology (major GPA 3.8) | May 1987 |
|
<i>Nassau Community College, Garden City, NY</i> | |
| Associate of Science, Liberal Arts and Science | August 1984 |
- Teaching Experience:**
- | | |
|--|---------------------|
| <i>Student Teacher, West Babylon H.S./J.H.S.</i> | Spring 2008-current |
| ♦ Assist students in labs on fermentation, blood pressure, and pulse rate | |
| ♦ Prepare and facilitate lessons on the heart's electrical activity | |
| ♦ Create and facilitate an engaging and fun motivator using food to illustrate various blood cells | |
| ♦ Prepare students for Regents exams through questioning and various assessment tools | |
|
<i>Guest Speaker, Hicksville High School</i> | |
| | January 2008 |
| ♦ Facilitated engaging lesson on the heart and the use of automated external defibrillators (AEDs) | |
| ♦ Demonstrated the use of an AED to three classes | |
|
<i>Participant Observer</i> | |
| | Spring & Fall 2007 |
| Sayville Middle School, Schreiber High School, Jericho High School | |
| Brentwood Freshman Center, Uniondale High School, Wantagh Middle School | |
- Other Experience:**
- | | |
|--|--|
| Sales, training and management in healthcare and medical device industry (1987 – 2005) | |
| ♦ <i>Awards:</i> President's Club, 100% Club, Senior Sales | |
| ♦ <i>Affiliations:</i> American Society of Training and Development | |
| ZOLL Medical Corp. , Burlington, MA | Abbott Laboratories , North Chicago, IL |
| <i>Territory Manager</i> | <i>Hematology Product Specialist</i> |
| | <i>Regional Sales Trainer</i> |
| Allegiance Health Care , North Chicago, IL | <i>Account Executive</i> |
| <i>Regional Sales Manager</i> | <i>Diagnostics Systems Specialist</i> |
|
Cynosure, Inc. , Chelmsford, MA | |
| <i>Manager, U.S. Sales Operations</i> | Pall Corporation , Glen Cove, NY |
| <i>Associate Product Manager</i> | <i>Field Sales Coordinator</i> |
- Computer Skills:** Microsoft Office (Word, Excel, PowerPoint), Internet

CERTIFICATION

Candidate for New York State Initial Certification in Mathematics, 7-12

EDUCATION

Hofstra University, Hempstead, NY

Master of Science – Secondary Education, Mathematics, expected May 2008

GPA: 3.40

Bachelor of Science – Mathematics, 2002

GPA: 3.24

Computer Career Center, Garden City, NY

Certified Systems Engineer Program, 2005

TEACHING EXPERIENCE

Seaford High School, Seaford, NY

Student Teacher – 10th Grade Mathematics

anticipated 3/08 – 5/08

Student Teacher – 7th Grade Mathematics

1/08 – 3/08

- Assumed control over three Math 7 classes and an *Inclusion* Math 7 class
- Taught lessons using diverse techniques such as cooperative learning and constructive learning
- Planned and implemented an interdisciplinary project with the Social Studies Department
- Involved in weekly team meetings with teachers, guidance counselors, and principal
- Guided and tutored students that needed extra-help on a one-on-one basis
- Assisted extracurricular activities such as Math Club

Herricks High School, Herricks, NY

Participant Observer – 9th to 12th Grades

9/07 – 12/07

- Observed teaching methods of various math teachers in a Sequential I-III and AP Calculus classrooms
- Assisted with group projects for a Sequential I *Inclusion* class

RELATED EXPERIENCE

- Mathematics Tutor for Hofstra University Students
- Member of Association of Mathematics Teachers of New York State

6/01 – 5/02

BUSINESS EXPERIENCE

Spherion Technologies, Inc., Westbury, New York

Help Desk Analyst

8/05 – 1/06

- Troubleshoot various hardware and software issues
- Trained co-workers on various software applications and hardware devices

WebMedia Interactive, Inc., New York, New York

Internet Analyst

2/03 – 8/04

Associated Pension Consultants, Inc., Syosset, New York

Pension Administrator

9/01 – 3/02

COMPUTER SKILLS

- A + Certified, Microsoft Certified Professional
- Excel, Word, Outlook, Access, Windows 95/98/NT/2000 Professional, 2000 Server
- Active Directory Design/Implementation, PC Assembly, Install various hardware and software components
- DHCP, DNS, HTML, CFML

CLARA BARTON

111 Main Avenue • Anywhere, NY 11111
Phone: (631) 123-4567 • E-mail: cbarton@hotmail.com

PROFILE

Seeking a Secondary English Language Arts position
NYS Initial Teaching Certification in English Language Arts (7-12)
Candidate for NYS Initial Teaching Certification in Literacy (5-12)

AWARDS

- § Stony Brook University Outstanding English Educator Award; Stacey-Luff Award for Leadership and Kindness
- § Phi Beta Kappa, Dean's List

SKILLS

- § Microsoft Word, Works, Excel, PowerPoint, Publisher and Photoshop; HTML, Web Quest and Web site Development (www.geocities.com/ms_barton1)

NOTABLE ACTIVITIES

- § Former Dancer, Joffrey Ballet, NYC
- § Long Distance Runner

PROFESSIONAL MEMBERSHIPS

- § The National Council of Teachers of English
- § International Reading Association

TEACHING EXPERIENCE

Substitute Teacher, *Westhampton Beach School District* Westhampton, NY 2007-Present
§ Ensure continuity in the classroom within a variety of content areas at the secondary level.

English Teacher, *ECT Test Preparation Inc., Chaminade High School* Mineola, NY 2007
§ Prepared thirty 8th grade students for their entrance exam into a regional catholic high school.
§ Aligned instruction with students' needs based on formal and authentic assessments of reading comprehension, writing, spelling, punctuation, capitalization, grammar and usage.

Student Teacher, *Comsewogue High School* Port Jefferson Station, NY 2006
§ Responsible for twenty-five 9th grade students and fifty-five 10th grade students.
§ Created unit lessons for *Romeo and Juliet*, *Bless Me Ultima* and *The Odyssey*.
§ Learned about individualized education plans, IDEA classifications and collaborated with inclusion teacher.
§ Volunteered for cafeteria duty, attended faculty meetings and participated in professional development events.
§ Co-coordinated field trips to a theatre and a museum.

Tutor, Mentor and Team-Teacher, *Heads Up Program, Birney Elementary School* Washington DC 2003
§ Planned and conducted after-school instruction for fifteen 4th grade students in a Title I school.

Individual Aide, *BOCES, Westhampton Beach Learning Center* Westhampton, NY 2003
§ Provided daily instruction and support to a nine-year-old student with autism.

RELATED EXPERIENCE

Graduate Assistant, *Office of Enrollment Management, Hofstra University* Hempstead, NY 2006-Present
§ Create and edit outreach materials and study skill guides.

Coordinator, *Hands On DC, Birney Elementary School* Washington DC 2004
§ Recruited 11 volunteers to paint, reconstruct and landscape this Title I school.

Outreach Assistant, *Recording for the Blind & Dyslexic* Washington DC 2004
§ Provided recorded textbooks and technological aids to individuals with disabilities; conducted presentations.

EDUCATION

Hofstra University Hempstead, NY
Master of Science, Literacy Studies 5-12, expected May 2008

Stony Brook University Stony Brook, NY
Bachelor of Arts, English, May 2006
Magna Cum Laude

Elanore Roosevelt, CPA
1 Hofstra Place, Hempstead, NY 11549
(516) 463-0000 | erosevelt@hofstra.com

Certification	Candidate for New York State Initial Certification in Business & Marketing Education	
Education	Hofstra University , Hempstead, NY Master of Science in Secondary Education, Concentration in Business Overall GPA 4.0	Expected May 2008
	Long Island University , Brooklyn, NY Bachelor of Science in Accounting Graduated Summa Cum Laude; Overall GPA 3.8 Received full academic scholarship for excellence in Accounting	June 1996
Teaching Experience	<i>Student Teaching - 7th to 12th Grades</i> Valley Stream North HS , Franklin Square, NY	Spring 2008
	<ul style="list-style-type: none"> Prepared and taught student-centered lessons using cooperative learning in Accounting, Sports & Entertainment Marketing, Introduction to Occupations and Computer Essentials classes Developed and taught complete Marketing unit on Stadium Design Assessed students' performance for quarterly report cards Provided individual attention to students during after-school extra-help sessions Attended departmental and school faculty meetings 	
	<i>Observations – 7th to 12th Grades</i> John Dewey HS , Brooklyn, NY Baldwin HS , Baldwin, NY Elmont Memorial HS , Elmont, NY <ul style="list-style-type: none"> Observed instructional methods of teachers in various classes Assisted teachers by providing individual attention to diverse students 	2007
Related Experience	Hofstra University , Hempstead, NY <i>Graduate Assistant</i>	February 2007 - Present
	Camp Adventure – Sponsored by American Cancer Society , Shelter Island, NY <i>Volunteer Counselor</i>	August 2006
	<ul style="list-style-type: none"> Served as a mentor to 13-14 year olds diagnosed with cancer and their siblings Recognized by campers through the “Guardian Angel” award 	
Business Experience	Epoch Networks, Inc. Costa Mesa, CA <i>Corporate Controller, Assistant Controller</i>	1996-2006
	<ul style="list-style-type: none"> Managed staff of 20 and directed conversion of company's financial systems Assisted in raising over \$57 million of financing 	
	Ernst & Young LLP , Irvine, CA: <i>Senior Accountant</i> American Express - Tax and Business Services , New York, NY: <i>Senior Accountant</i> Freeman & Davis, LLP , New York, NY: <i>Staff Accountant</i> Nationar , Woodbury, NY: <i>Financial Auditor</i>	
Skills	Computers: Microsoft Office Suite (Word, Excel, PowerPoint, Access), PageMaker Trained in Adult CPR	

Amelia Earhart

3856 3rd Avenue, Massapequa, NY 11758 | Telephone: 516-799-0000 | E-mail: earhart_teachart@pride.hofstra.edu

CERTIFICATION

NYS Initial Certification in Visual Arts
K-12, *application filed*

EDUCATION

Hofstra University, Hempstead, NY
BS in Art Education, Cum Laude 12/06

SUNY Oneonta, Oneonta, NY
30 credits earned - liberal arts 2001-2002

HONORS & SKILLS

Hofstra – Departmental High Honors
for excellence in painting

Painting, drawing, charcoal, digital
photography, SLR photography and
developing

PC and Mac
Microsoft Office (Word and PowerPoint),
Adobe Photoshop, Adobe Illustrator,
DreamWeaver, HTML, IPhoto

AFFILIATIONS

Kappa Delta Pi
National Art Education Association
NYS Art Teachers Association

TEACHING EXPERIENCE

Calhoun High School, Merrick, NY

Leave Replacement 1/07-present

- Teach 9th & 10th grade Studio and Creative Arts classes
- Communicate effectively with parents, teachers, and administrators
- Develop teaching and mentoring skills
- Assist with After-School Art Club
- Supervise various school concerts, plays, and events

Student Teacher 10/06-12/06

- Instructed AP and Studio Art classes, 9th-12th grades
- Created interactive lessons on contemporary artists
- Chaperoned field trip to MOMA
- Facilitated related lessons on sculpture
- Utilized various manipulatives to aid in descriptions of various mediums
- Implemented daily aims and do-now activities

Daly Elementary School, Port Washington, NY

Student Teacher 9/06-10/06

- Worked with team of teachers to develop interdisciplinary unit on dinosaurs
- Developed with students “life size” models of dinosaurs
- Integrated reading into lessons
- Worked one-on-one with inclusion students

RELATED EXPERIENCE

Nassau County Museum of Art, Roslyn Harbor, NY

Tour Guide 9/02-present

- Assisted with class trips and guided patrons through interactive tours

HOFSTRA FINE ARTS DEPARTMENT, Hempstead, NY

Student Aide 9/02-12/03

- Helped organize art shows throughout the year
- Managed office phones and handled inquiries effectively
- Communicated with faculty regarding various issues

CERTIFICATION

Candidate for New York State Initial Certification in Music K-12, to be granted Summer 2008

EDUCATION

Hofstra University, Hempstead, NY

B.S. in Education, specializing in Music, expected May 2008

Brooklyn Technical High School, Brooklyn, NY

High School Completion, 2002

SKILLS

- Instrumental Proficiency: Saxophone, Piano, Percussion, Clarinet, Flute
- Composer and Arranger for various types of wind ensembles, marching bands, and jazz bands
- Computer Proficiency: Microsoft Office, Adobe Photoshop, Macromedia Flash, Finale, and Band in a Box.

TEACHING EXPERIENCE

Uniondale School District, Uniondale, NY

Northern Parkway Elementary School and Turtle Hook Middle School

Student Teaching, January 2008-present

- Creates lesson plans for beginning and advanced band students.
- Teaches lesson groups of homogeneous and heterogeneous instrumentations and ability levels.
- Chaperones extra-curricular activities.
- Rehearses pieces in preparation of Spring Concerts for 3rd – 8th grade students.

Hofstra University Pep Band, Hempstead NY

Percussion Section Leader and Librarian, 2002-2007

- Taught written and aurally learned music.
- Arranged music for ensemble.
- Served as student conductor in the Director's absence.

Brooklyn Technical High School: Summer School Program, Brooklyn, NY

Assistant Band Director, Summer 2002

- Assisted Band Director in teaching beginning students to play instruments.
- Taught lessons in homogenous lesson groups.

Brooklyn Technical High School, Brooklyn, NY

Student Musical and Stage Director, 1998-2002

- Supplied stage, musical, vocal, and technical direction.
- Created scripts, music, and choreography.

RELATED MUSICAL EXPERIENCE

Hofstra University Symphonic Band, Peter Loel Boonshaft, Conductor

Hofstra University Choir and Chorale, David Fryling, Conductor

Hofstra University Jazz Combo Workshop, David Lalama and Bob Bowen, Advisors; Deshawn Withers, Band leader.

CAMPUS LEADERSHIP

Hofstra University, Office of Residential Life, Hempstead, NY

Assistant Resident Director, 2006-2008

- Created staff development workshops for RA staff.
- Advised the Hall Council.
- Assumed responsibilities of the Resident Director in their absence and the general duties of the Resident Assistant.

Resident Assistant, 2004-2006

- Created social and educational programs, and resolved roommate conflicts.

Hofstra University, New Student Orientation, Hempstead, NY

Peer Counselor, 2006-2007

- Maintained the safety and security of new incoming students and the residence hall.
- Served as resource and tour guide for new students and parents.

References Available Upon Request

BENJAMIN FRANKLIN

Permanent Address:
123 Independence Way
Washington DC, 11111
(111) 111-2222

BenF@hotmail.com

Campus Address:
333 Constitution Hall
Hempstead, NY 11549
(516) 463-0000

CERTIFICATION Candidate for New York State Initial Certification in TESL, preK – 12

EDUCATION Hofstra University, Hempstead, NY
M.S.Ed. in TESL, expected May 2008 Current G.P.A. 4.0
M.A. with distinction in English, May 2004 G.P.A. 4.0

Franklin & Marshall College, Lancaster, PA
B.A. in English, Art History Minor, May 1996 G.P.A. 3.23
Dean's List: 7 semesters

TEACHING EXPERIENCE

3/08 – 5/08 Student Teacher, *Lakeville Elementary School*, Great Neck, NY
Devise and carry out creative lesson plans for ESL students in grades K – 5.

2/08 – 3/08 Student Teacher, *Great Neck South High School*, Great Neck, NY
Developed and implemented effective lesson plans for ESL students, grades 9 – 12.

- Conducted TPR lessons and promoted collaborative learning.
- Devised and led a unit lesson on occupations where students identified celebrities and their jobs; wrote about the benefits of various occupations; critically compared professions; and responded to “help wanted” newspaper ads.
- Created a St. Patrick’s Day lesson using traditional music and food where students analyzed and wrote limerick poetry.
- Instructed small groups and individual ESL students in the Study Center.

9/07 – 1/08 Participant Observer
Roslyn UFSD, Westbury UFSD, Bethpage UFSD, Uniondale UFSD, NYC DOE - Queens

10/06 – 11/06 Volunteer Tutor, *Theodore Roosevelt Elementary School*, Oyster Bay, NY

- Used creative methods to help a 6-year-old student from El Salvador learn English.

1996 – 2000 Religious Education Teacher, *United Methodist Church*, Bayville, NY

- Led Kindergarteners through a religious studies program via interactive storytelling, inventive projects, and music.

BUSINESS EXPERIENCE

7/98 – 9/06 Copy Editor, Assistant Editor, *Network Computing*, CMP Media, Manhasset, NY

- Edited features, reviews, workshops, columns, and online articles for *Network Computing*, a biweekly trade magazine distributed to 220,000 readers.

3/96 – 7/98 Program Coordinator, *CMP Publications Trade Show & Conference Services* and *CMP Publications Direct Marketing Services*, Jericho, NY

- Co-planned and co-managed CMP conference programs.

KNOWLEDGE New York State Teaching Standards, Microsoft Word and Excel, Internet, fine arts, basic Spanish

ACTIVITIES TESOL organization member, book study group, drawing and painting classes, travel

FANNIE LOU HAMER

22 Ivy Place, Hempstead, NY 11549 (516) 463-0000 lbrown@hotmail.com

CERTIFICATION

Candidate for New York State Provisional Certification in School Counseling, K-12

EDUCATION

Hofstra University, Hempstead, NY
Master of Science in Education, School Counselor December 2007

University at Albany, Albany, NY
Bachelor of Arts in Psychology, Minor: Business May 2004

COUNSELING & RELATED EXPERIENCE

Commack High School, Commack, NY 9/07-Present
School Counseling Intern

- § Recognized by Department Chair for strong listening skills and innate ability to relate with students.
- § Handled all phases of student counseling including college exploration, scheduling, academics, and social needs.
- § Communicated with counseling staff, psychologists, and teachers and observed CSE and other related meetings.
- § Initiated and facilitated group counseling sessions for teens on body image/self-esteem issues.
- § Organized and developed materials for and participated in College Night.
- § Worked with students on career exploration and vocational options.

Family Service League, Huntington, NY 9/07-Present
Volunteer Counselor

- § Served on counseling hotline and assisted callers efficiently and effectively.

Counseling Practicum 1/07-5/07

- § Developed professional counseling and case writing/recording skills.
- § Conducted counseling sessions with 16 year-old dealing with stress and academic issues.
- § Role-played communication skills with 14 year-old.
- § Provided counseling to 15 year-old in regards to peer pressure and social activities.

AFFILIATIONS

Chi Sigma Iota - Counseling Honor Society
Hofstra University - Counseling Club
Nassau Counselors Association (NCA) - Fall 2004 College Expo
Psi Chi Psychology Honor Society

SKILLS & INTERESTS

Microsoft Office (Word, Excel, PowerPoint), SIGI Plus, Internet and familiar with HTML
Conversational Spanish
Modern and Hip-Hop Dance, Theater, Pottery

OTHER EXPERIENCE

NBC Studios, New York, NY Summer 2004
Production Intern

Oceanside and Sands Day Camps, Oceanside, New York Summers 2001-2003
Dance Coordinator and Head Counselor

- § Directed and choreographed 12 different recital pieces for children ages, 3-10

OBJECTIVE

To start a career as a school-based Speech- Language Pathologist and to fulfill clinical fellowship year requirements.

CERTIFICATIONS

Completion of OSHA Certification, 2007
Candidate for New York State Teacher of Speech & Language Disabilities, July 2008

EDUCATION

Hofstra University	Hempstead, NY
Master of Arts in Speech-Language Pathology , expected May 2008	GPA: 3.4
University of Massachusetts	Amherst, MA
Bachelor of Science in Communication Disorders , May 2006	GPA: 3.5; Cum Laude
§ Minor- Sociology	
§ Golden Key Honor Society	
§ Recognition Award for Academic Excellence in School of Public Health and Health Sciences	
§ Studied abroad-Florence, Italy (Spring 2003)	

CLINICAL EXPERIENCE

1/08-present	Franklin Elementary School	Hempstead, NY
<i>Student Teacher</i>		
§	Provide speech therapy within school curriculum to children with speech/language difficulties	
§	Conduct annual reviews	
§	Attend parent conferences and CSE meetings	
9/07-12/07	Beth Abraham Adult Daycare Health Care	Bronx, NY
§	Provided individual therapy for outpatient adult registrants with speech/language difficulties and dysphagia secondary to neurological degenerative diseases, CVA and TBI	
§	Provided group therapy for adult registrants in areas of Speech, Language, and Reading to improve functional communication skills	
§	Conducted swallowing evaluations and implemented treatment	
1/07-5/07	Building Blocks Developmental Preschool	Commack, NY
§	Provided indiv./group therapy for children with speech, language and or motor delays, Autism, and ADHD	
§	Conducted speech/language evaluations on 4 to 5 year-olds through informal/formal assessment	
§	Developed IEP goals	
§	Worked together with classroom teacher to formulate and conduct collaborative sessions	
§	Implemented treatment and documented performance/progress of children on caseload	
§	Communicated with parents on daily basis regarding students' progress	
9/06-12/06	Hofstra Speech/Language/Hearing Clinic	Hempstead, NY
§	Provided individual therapy for children ages 6 to 13 years with a variety of communication disorders including dysfluency and apraxia	
§	Provided group therapy for adults with aphasia to assist functional communication	
§	Utilized formal/informal measures to conduct comprehensive evaluations on 3 to 13 year olds	
§	Administered hearing screenings and evaluations	

RELATED EXPERIENCE

2003-present	Stepping Stone Day School	Kew Gardens, NY
<i>Teacher Assistant-Special Education Pre-school (0-5 years)</i>		
§	Care for children with speech/language delays, PDD, Autism, Cerebral Palsy and ED	
2005-2006	Woodside Day Care	Amherst, MA
<i>Teacher Assistant</i>		

MEMBERSHIPS

National Student Speech and Language Hearing Association

TECHNICAL SKILLS

§ Systematic Analysis of Language Trans. & Computerized Articulation and Phonology Eval. System
§ Experienced using Audio Trainer during therapy sessions
§ Knowledge in Microsoft Word, Internet, and E-mail

Abraham Lincoln

300 Main Street Babylon, NY 11111

(631) 555-1000

Lincoln123@aol.com

EDUCATION: **Hofstra University** Hempstead, NY
December 2005 *Master of Science – Physical Education*

Boston College Amherst, MA
May 1996 *Bachelor of Science – Sports Management*

CERTIFICATION:

- New York State Provisional Certification, Physical Education K-12
- Responding to Emergencies, CPR and AED

RELATED MEMBERSHIPS & SKILLS:

- NYS AHPERD, Suffolk Zone
- Bridges Educational Database, Digital Media, Fitness Gram Software, Polar Heart Rate Monitors, Tri-Fit Health Systems, Microsoft Office (Word and Excel), Internet
- Ability to multi-task, well-spoken, collaborative, patient, and willing to learn from others

TEACHING EXPERIENCES:

1/08-Present ***Permanent Substitute*** – Freeport High School Freeport, NY
 • Instruct students in various units including square dancing and volleyball

10/07-12/07 ***Substitute Teacher*** – Commack, Half Hollow Hills & Islip Schools Long Island, NY

2/06-6/06 ***Leave Replacement for Physical Education*** – Amityville High School Amityville, NY
 • Instructed 250 students in addition to an Adaptive Physical Education class
 • Created and implemented Adventure Ed., Volleyball, Basketball, and Fitness Units
 • Performed effectively all aspects of classroom management and discipline
 • Assessed and evaluated students using formal tests and skills assessment

9/05-12/05 ***Student Teacher*** – Harborfields High School Greenlawn, NY
 Washington Drive Primary School Greenlawn, NY
 • Led Project Adventure activities, including low elements
 • Devised a Fitness and Kickboxing Unit for students
 • Taught a variety of loco-motor activities to first and second grade students
 • Instructed a Football and Gymnastics Unit for third - fifth grade students
 • Taught a Movement Unit to Adaptive Physical Education students
 • Helped organize Spirit Night
 • Assisted in annual school-wide Athletic Exhibition
 • Incorporated positive reinforcement and collaborative atmosphere to encourage student progress and develop self-esteem
 • Collaborated with departmental staff members on a regular basis

RELATED EXPERIENCES:

8/01 – Present ***Head Softball Coach*** – Babylon PAL Babylon, NY

Summer 2004 ***Assistant Camp Director*** – South Shore Tennis Camp Babylon, NY

Abraham Lincoln

300 Main Street Babylon, NY 11111

(631) 555-1000

Lincoln123@aol.com

REFERENCES:

Dr. Mary Smith
Professor
Hofstra University, Physical Education Department
(516) 463-6600

Mr. Jon Doe
Department Chair
Freeport High School
(516) 555-1111

Chris Smith
Cooperating Teacher
Harborfields High School
(631) 555-1111

Cover Letters And Other Job Search Correspondence

Job search correspondence is

- § designed to generate interviews and, ultimately, job offers
- § written specifically for each application and not mass produced

Structure Of Correspondence

Your letter writing should follow the principles of proper English usage and effective business correspondence. Generally, it is best to use simple and straightforward language in communicating your message. Be direct and concise.

Job-search correspondence typically includes the following components:

- § Writer's return address
- § Date
- § Employer's name and address (inside address)
- § Salutation
- § Body (usually 3-4 paragraphs)
- § Complimentary closing
- § Writer's name and signature
- § Enclosure notation (when appropriate)



Stay Organized!

File a copy of each letter you send and receive. A centralized record of all action you have taken will lessen the guesswork in following up on job prospects, interviews, and offers.

As when preparing your resume, there are several guidelines to consider when typing job-search correspondence:

- § Use standard 8 1/2 x 11-inch paper.
- § Use good quality stationery (e.g., "resume paper", preferably the same type used for your resume.
- § Always type or word process correspondence; handwritten letters are unacceptable in the US. (Note, however, that in some parts of the world handwritten letters are preferred.) It is preferable to use a computer and have laser printed copies prepared. Neatness counts (a lot!)
- § Be sure to proofread and correct all spelling and grammatical mistakes. Letters must be error-free. Do not rely on software spell-checks.
- § Always type (or use computer-generated mailing labels) the return address and mailing address on a legal-sized or flat envelope.
- § Use the same font style and size as your resume.

Types Of Correspondence

There are six basic types of job search correspondence: the cover letter, prospecting letter, interview confirmation letter, post-interview thank you, job offer clarification, letter of acceptance, and letter of declination. While each letter has a specific focus, the format is similar for all.



Remember...

Job search correspondence is business correspondence, and should always be typed.

THE COVER LETTER

A letter of application, or cover letter, provides cover for an enclosure (your resume).

A well-written cover letter allows you to highlight your qualifications in a way that lets the employer know why you are the best candidate for the position.

To be an effective advertisement introducing the qualities you are promoting in your resume, your letter should:

- § capture the reader's attention,
- § stress your potential value and benefit,
- § and invite an in-depth reading of your resume.

In general, the basic cover letter has three sections (i.e., paragraphs), each with a specific purpose:

Paragraph 1– Tell why you are writing. State how you found out about the organization/position. Mention any referrals.

Paragraph 2– Refer to your enclosed resume. Highlight skills relevant to the organization/position. Indicate how you can make a contribution.

Paragraph 3– State how and when you plan to follow up. Indicate your interest in meeting to discuss the organization/position. Thank the employer for their time and consideration.

Although cover letters are not always required for resumes submitted for many on-campus interviews, they should always be used when sending resumes or returning employment applications to hiring officials.

With the increased use of the Internet for job search correspondence, you may find yourself in a situation where you are e-mailing your resume rather than sending a traditional “hard copy.” In this case, you will still want to include a “cover note” in your e-mail that will serve the same purpose as the more traditional cover letter.

The following are a few tips for writing e-cover letters:

- § Use the subject line of your e-mail to entice the potential reader.
- § Keep it short—one or two paragraphs should be sufficient.
- § Include a statement about who you are, the position you are applying for, how you heard about this job, and an indication of your knowledge of the organization.
- § Use standard salutations and closings (e.g., “Dear” and “Sincerely”).
- § Carefully spell-check and proofread your cover letter.

PROSPECTING LETTER

- § Use to inquire about possible vacancies, get your resume read, and generate interviews.
- § Use extensively for long-distance searches.
- § Target specific individuals in specific organizations.
- § Structure as you would the basic application letter (cover letter).
- § Focus on how your qualifications match the organization's needs.

POST-INTERVIEW THANK YOU

Send promptly (within 24 hours) after each of your interviews. A well-written thank-you letter will:

- § Remind the employer who you are and impress them with your courtesy and follow-through.
- § Reiterate your background and qualifications.
- § Show your enthusiasm and continued interest in the field or specific position discussed.
- § Convey to the employer your sincere appreciation for his or her time and consideration.

Tip: Sending your thank you letter via e-mail is appropriate, especially if there is a quick hiring timeline; additionally, you can follow up with a “hard copy.” Traditional letters will remind them of you a few days after the interview has passed.

JOB OFFER CLARIFICATION:

Sent in response to an oral or written job offer that does not provide all of the pertinent information you need to make an informed decision.

Your letter should:

- § Indicate your interest in the employer and the offer.
- § Ask specifically for the information you need.

Note: This information may be requested over the telephone, but be certain to confirm all details in writing with the employer to avoid any future misunderstandings.

LETTER OF ACCEPTANCE

Sent to formally accept position and clarify important information:

- § Refer to the offer made by the employer.
- § Restate terms of employment and confirm pre-employment details, starting date, etc.
- § Close the letter by expressing your appreciation and pleasure at joining the organization.

LETTER OF DECLINATION/WITHDRAWAL

As a courtesy, a formal letter declining a job should be sent to each employer who extended you an offer after you have made a decision not to accept. You should also notify an employer if you wish to withdraw your candidacy before an offer has been made. Always be tactful and appreciative in your correspondence (in other words, don't burn any bridges behind you, since you may want to work for these employers in the future).

Cover Letter Template

Your Address
Date

Specific Person in the Organization
Title
Organization
Address
City, ST Zip Code

Dear Mr./Ms. XXXXX:

Opening Paragraph – Tell why you are writing. State how you found out about the organization/position and your interest in it. Mention any referrals.

Middle Paragraph – Refer to your enclosed resume. Highlight skills relevant to the organization/position. Indicate how you can make a contribution.

Closing Paragraph – State how and when you plan to follow up. Indicate your interest in meeting to discuss the organization/position. Thank the employer for time and consideration.

Sincerely,

Your Signature

Your Name

Enclosure

Sample Cover Letter: Using a sample lesson to indicate teaching philosophy

140 Hofstra University
Hempstead, New York 11549

April 25, 2008

Mary Smith, Director of Personnel
XYZ Public Schools
10 Main Street
Any Town, New York 11111

Dear Ms. Smith:

I am applying for the position of Secondary Mathematics Teacher that you advertised for in the March 5th edition of *The New York Times*. I understand that XYZ Public Schools seeks to create a learning environment where “All Students Can Learn” and I believe that my experiences and Hofstra University education will help foster this type of learning environment.

As a student teacher with the ABC School District, I successfully teach both Regents and non-Regents level mathematics to both 9th and 10th grade students. My goal is to create interesting learning experiences through which students can strengthen critical thinking skills. Specifically, in my daily lessons, I always try to challenge and motivate students in both independent and cooperative learning environments while following New York State Standards. Additionally, I have been implementing computer-based learning into my lessons by using educational software and the Internet. For instance, I recently conducted a lesson on statistical methods and measures where groups of students gathered statistics off the Internet on various topics including baseball, the Nielsen ratings, and the sale of CD's. This lesson proved to be both educational and fun for the students because they were able to use the Internet to research items that they enjoyed.

In addition to fulfilling the student teaching requirement for my certification in secondary education, I tutor mathematics to five students at various grade levels. This experience has broadened my understanding of multiple intelligences and how to differentiate instruction accordingly.

XYZ Public Schools is a district that I hold in the highest regard and I am excited about the possibility of interviewing with you in the near future. I can be reached at (516) 555-5555 or through e-mail: jdoe@hofstra.edu. Thank you for your time and consideration.

Warmest regards,

John Doe

Enclosure

Sample Cover Letter: DESCRIBES UNIQUE ASPECT OF STUDENT TEACHING & PHILOSOPHY,
DOES NOT KNOW IF THERE ARE OPENINGS

SUSAN B. ANTHONY
ONE PARK PLACE • NEW YORK, NY 11010 • (212) 111-5555
sba@pride.hofstra.edu

November 3, 2007

Dr. Kathy Smith
District Office
123 Main St.
Anywhere, NY 11111

Dear Dr. Smith:

I am applying for the position of Elementary Teacher in the Anywhere District. As an energetic and articulate educator, I am eager to implement your mission of “life long learning for all students.” Unlike many other teaching candidates graduating this year, I have gained valuable experience working in an inclusion setting and preparing students for state testing.

While student teaching in an inclusion 4th grade classroom, I had the opportunity to conduct review exercises for the ELA Assessment. Specifically, I learned how to review skills through the use of games and integrating other subjects without putting stress on the students. These methods are truly beneficial to students at all learning levels.

There are not many careers where one can make a difference in a child’s life. Teaching is one such occupation and I am an educator who will go beyond the traditional classroom and become involved in all aspects of the school community. Furthermore, I believe that the foundation for a dynamic classroom environment begins with building a community. When students have the belief that it is their classroom, their pride and dedication shows in their work. I came to this belief not just through student teaching but from my memories of my elementary school teachers. As students, we responded to our teachers’ positive attitudes and I continue to this day to take great pride in my work both as a college student and teaching candidate.

Additionally, I am a mature, diplomatic, thoughtful, and well-spoken individual who is an accomplished pianist and artist. I believe these talents and skills will be a great asset to your district. Please call me at the phone number listed above for an interview. Thank you for your time and consideration.

Sincerely,

Susan B. Anthony
Enclosure

CINDY BURNS
13 Hofstra Ave.
Hempstead, NY 11549
516-463-0000

February 14, 2008

Dr. Kathy Weiss
Baldwin UFSD
District Office
960 Hastings St.
Baldwin, NY 11510

Dear Dr. Weiss:

I am writing to inquire about any available elementary teaching positions in the Baldwin School District. I understand that your district seeks to create an educational community where tolerance and active learning are essential components. I believe that my desire to teach and ability to create a dynamic and safe classroom will help me meet the goals I share with your district.

Over the past several years, I have developed strong technology skills that I try to use on a daily basis both professionally and personally. Specifically, I have designed a website, which contains daily homework assignments and enrichment activities for students. Furthermore, I have heightened students' comprehension levels of both curriculum and technology through student created PowerPoint presentations, webquests and online activities.

As both an After-School Teacher and as a Student Teacher with the Hempstead School District, I had the opportunity to work with a diverse student population. My students were not only culturally diverse, but diverse in learning levels, as well. Since the students were learning at different paces, I needed to create exciting learning opportunities and teach them according to their unique needs. As a result, I became a much stronger educator.

I have wonderful memories of my teachers and the experiences they gave me. I would like the opportunity to give back to the field of education. One of my primary goals, as I embark on a teaching career is to develop a sense of positive self-esteem among my students. All students deserve a teacher who genuinely cares about their success.

My warm and enthusiastic personality lends itself to the type of educator your district is looking for. I would appreciate the opportunity to discuss my qualifications with you. Please feel free to call me at the phone number listed above to schedule an appointment. Thank you for your time and consideration.

Sincerely,

Cindy Burns

Jennifer Brown
140 Hofstra University
Hempstead, NY 11549
(516) 555-1212

April 25, 2008

Mary Smith, Director of Personnel
XYZ Public Schools
10 Main Street
Any Town, New York 11111

Dear Ms. Smith:

As a longtime resident of Any Town, New York, I have been and continue to be very impressed with our district's progress. This past spring, I student taught with Mr. Riley of ABC Elementary School and he suggested that I apply for an elementary teaching position in our schools. I believe that my education, enthusiasm, and business background will be of great interest to you.

My understanding of Any Town Schools is that you value technology, leadership, and integrated educational experiences, which are stimulating and meaningful. My background in business indicates that I have excellent technical and management skills, which can be transferred into the classroom setting. In addition, I am accustomed to working with diverse groups of professionals. As my resume indicates, I have extensive volunteer experience at our district's Recreation Program teaching children how to create basic web-sites and develop their writing and artistic skills. It is these two experiences conjunctively, that have developed me into the teacher I am today.

During my tenure as a student teacher one of my most challenging experiences was learning how to effectively work with students who had English as their second language. Fortunately, under the guidance of the classroom teacher, I learned how to implement effective teaching and guidance techniques. Although, it took me many years to discover my true calling in life, after working as a student teacher I now realize that I am most successful and happiest when working in a classroom setting.

I believe that my dedication and creativity will be of great interest to you. Please feel free to call me at the phone number listed above to arrange an interview. Thank you for your time and consideration.

Very truly yours,

Jennifer Brown

Enclosure

Sample Cover Letter: From A School Counselor

123 Main Street
Hempstead, New York 11549

April 25, 2008

Mary Smith, Director of Personnel
XYZ Public Schools
10 Main Street
Any Town, New York 11111

Dear Ms. Smith:

I am seeking a position as a school counselor in the XYZ District. Unlike many other candidates, I have real world experience in the field of education, as a Special Education Teacher's Aide with Nassau BOCES and strong verbal and written communication skills in Spanish. My strong desire to help young people with their academic, personal, and social needs coupled with what I have learned from working with youth with special needs makes me a strong candidate as a school counselor.

In the course of my day as a Special Education Teacher's Aide, I came into contact with a diverse student population whose learning and social functioning levels covered a wide spectrum. I particularly enjoyed and excelled at working with the teacher to help guide students to set academic and social goals for themselves. Currently, as a counseling intern at Seaford High School, I realize that one of my greatest strengths is the ability to increase students' tolerance of frustration when they become overwhelmed and feel incapable of succeeding. Helping students realize their potential by focusing on their accomplishments and reflecting on past successes helps promote positive self-concept. Specifically, I believe my exposure to a community resource such as BOCES and my work with special needs students will only serve as a positive foundation for counseling students in the XYZ District.

For the past year and a half, I have furthered my counseling experience by serving as a mentor to a fourteen year-old boy. Our activities revolve around specific goals we would like to accomplish through our mentor match. It is extremely rewarding to know that I am someone with whom my "mentee" can work with to achieve his goals, and with whom he can talk to regarding such issues as peer pressure and social relationships. It gives me great personal and professional satisfaction that I am a positive force in my "mentee's" life.

As outlined above, my dedication to the field of education and more specifically, school counseling is both proven and strong. I believe you will discover my warm personality, strong communication skills, maturity, and foreign language skills in Spanish to be of great interest. Thank you for your time and consideration. Please feel free to call me at (516) 222-3333 to arrange an interview at your convenience.

Sincerely,

Craig Jones

GENERAL MODEL FOR A THANK YOU/FOLLOW-UP LETTER

Your Street
Town, State, Zip Code

Date of Writing

Name, Title
Name of Institution
Street
Town, State, Zip Code

Dear _____:

Remind the interviewer of the position for which you were interviewed, as well as the date and place of the interview. It is always courteous to express your appreciation.

Confirm your interest in the opening and the organization. Highlight your qualifications and slant them toward the various points that the interviewer considered important for the job. If you have done anything since the interview that demonstrates your interest in the position, such as talked with alumni or faculty, or you have done further research on the institution, it should be mentioned here.

Include any information not previously presented to supplement your resume, application, and the interview. You may have completed a term paper or a research project, or perhaps you have received some kind of recognition. If travel, location, or similar subject was stressed during the interview, be sure to confirm your willingness to comply with these conditions.

If appropriate, close with a suggestion for further action, such as a desire to have an additional interview at a mutually agreeable place and time. For a prompt response, it often helps to end the letter with a question.

(Yours truly/Warmest regards/Sincerely,)

(Signature)
Your name, typed

Jennifer Greenberg

123 Teacher Lane, Hicksville, NY 11111
Phone # (516) 123-4567 ~ teach4u@yahoo.com

July 1, 2008

Dr. Henry Apple
Director of Fine Arts, K-12
Anytown Central School District
15 New York Avenue
Anytown, NY 11111

Dear Dr. Apple:

I would like to thank you for the opportunity to interview with you on June 30, 2007. I enjoyed meeting you and the entire interview panel, and learning more about the opening in art education for 2007-2008.

It is my hope that I conveyed my qualifications and enthusiasm for art education effectively. As discussed, I am experienced at teaching children of all ages and various learning levels. As a skilled photographer, I am sure my contributions to your district will be valued among the students, staff, and community.

I believe that I would be a strong educator in your district and I can see that I would be working with a collaborative, caring, and creative staff. As I mentioned in my interview, I am highly interested in a full time position at the elementary level, but would also consider other types of positions for next fall.

I am eager to meet with your staff during any subsequent interviews. I look forward to hearing from you in the near future. Please feel free to call me at the phone number listed above with any questions or concerns. Thank you again for the interview opportunity.

Warm regards,

Jennifer Greenberg

COMPLETING THE APPLICATION FORM

Most employers will ask you to fill out an application of employment at some point during the interviewing process. The application should be completed as neatly and thoroughly as possible. As with all materials you present to prospective employers, appearance may be judged as representative of your work habits. *Therefore, read the entire application to determine the information required before filling it out.* You may wish to photocopy the application and fill in the copy to avoid errors on the original. Then, type the original for a professional appearance.

WHAT DO I DO IF I CANNOT ANSWER A QUESTION?

If a question does not apply to you, place a dash (-) or N/A (“not applicable”) in the space provided to indicate that you have considered the question.

WHAT DO I WRITE IF I HAVE NOT RECEIVED MY CERTIFICATION YET?

When you have not yet received certification, an acceptable answer is: “I have applied and certification is pending for...(appropriate subject area and grade level).”

WHAT DO I WRITE FOR SALARY REQUIREMENT?

An acceptable answer for salary desired is: “Appropriate steps by your salary scale.”

HOW DO I FILL IN THE CANDIDATE STATEMENT?

When asked to supply a “Candidate Statement,” read the question very carefully to determine what they are seeking. Many times they will have you write out a lesson plan or ask you to address how you would handle a difficult situation. If they leave it the statement open, you might consider writing why you want to teach, who inspired you, your philosophy of education, special skills, preparation, and experiences that support your ability to be a successful educator (relating this to their school district).

Handling Illegal Questions

Although you may have chosen to eliminate personal information from your resume, be aware that many school districts still use old application forms, which may ask illegal questions (be aware of these types of questions on an interview, as well). You need to decide how you will fill out the application form. Additionally, some interviewers may ask you illegal questions during an interview or over the telephone. Please be aware that you do not have to answer these questions. Try and gauge why they might be asking this type of question and see what would be a legal question:

Inquiry Area	Illegal Questions (examples)	Legal Questions
National Origin/Citizenship	<ul style="list-style-type: none">Where were you/your parents born?	<ul style="list-style-type: none">Are you authorized to work in the U.S.?
Age	<ul style="list-style-type: none">How old are you?When did you graduate?What is your birth date?	<ul style="list-style-type: none">Are you over age 18?
Marital/Family Status	<ul style="list-style-type: none">What is your marital status?With whom do you live?Do you plan to have a family? When?How many kids do you have?What are your child-care arrangements?	<ul style="list-style-type: none">Would you be able and willing to work overtime as necessary? (This question is okay assuming it is asked of all applicants for the job).
Disabilities	<ul style="list-style-type: none">Do you have any disabilities?Have you had any recent or past illnesses or operations?What was the date of your last physical exam?How tall are you? Your weight?	<ul style="list-style-type: none">Are you able to perform the essential functions of this job?Can you demonstrate how you would perform the following job-related functions?

PREPARING FOR YOUR INTERVIEWS

You have sent out your resume and cover letter to prospective employers and are waiting to hear from them. Don't plan on getting plenty of notice for an interview. Some districts will call you and ask you to come in the next day! Are you prepared? Have you planned what you are going to wear? To say? First impressions are very important!



If this is your first job search, there are a few things to keep in mind. As it is a professional position you are seeking, remember—think conservative. You might not intend to wear a suit to teach a first grade class how to fingerprint, but during your interview you will be meeting with everyone from principals to superintendents. They are the ones who will be making the decisions on hiring.

Colors for suits and dresses usually are conservative, meaning gray, blue, or black; and for shirts/blouses, white/pastel colors are acceptable. When in doubt, that old standby still holds true—navy blue. Keep accessories to a minimum. Do not wear distracting items like an abundance of or dangling jewelry or loud ties. Keep your hair neat and make-up should be minimal to give you a fresh, clean look. However, you are a unique individual and your attire should be a reflection of you.

Do you have a confident, professional look?



Spend time to assess your attitude.
A friendly smile, an attentive manner,
and clean, concise responses to
questions asked will have a positive
impact on the interviewer.
Let the interest you have in educating
young people come through!

Your resume, cover letter, and application were successful!
You have landed an interview! The employer wants to know more about you; you want to know more about the employer, the district, and the specific job.



Preparing for an interview involves being ready to answer the interviewer's questions and to ask some of your own. You should gather information about the school, institution, or organization. The first place to look might be at the school district's web-site. Most districts have web-sites that may include a mission statement, district news, and school report cards. In addition, you can look in a particular district's public library. They will usually have a file with school board minutes and district news. In addition, The Career Center Library maintains education files about school districts, as does Axinn Library. The material may include demographic characteristics, community resources, employment opportunities, applications, salary schedules, and contracts. By collecting information you will be well informed to ask pertinent questions and discuss the position, school, employment opportunities intelligently.

More and more interviews for teaching candidates are designed as a panel. The panel can be made up of any number of administrators, teachers, school board members, and parents (usually no more than ten, in total). In some interviews, you may be interviewed at the same time as other candidates; this is known as a "round-robin" interview. In other words, you and any number of other candidates will sit in front of a panel and have to answer questions one after the other.

Be prepared to explain more about the information on your resume. Review the self-assessment exercises, looking for your strengths and accomplishments. Think of ways to relate them to the position for which you are being interviewed. There are various types of interviews, ranging from the seemingly casual and open-ended in which the interviewer asks few questions and lets the candidate do most of the talking, to the highly structured in which the interviewer asks specific questions following a preplanned format. One hint to successful interviewing is giving examples or telling brief stories instead of answering questions in theoretical terms or how you would do something in the future. Real examples/stories make it more interesting for the interviewer(s) to listen to you and make you unique!

Many districts and private schools are requiring candidates, after the first few rounds of interviews, to teach a mock lesson to a class. Some districts will give you a lesson topic, while others will let you pick any topic you want.



QUESTIONS ASKED DURING AN INTERVIEW

I. Personal Qualifications and Background

1. Why do you want to be a teacher?
2. Tell us about yourself.
3. Why do you want to teach in this district? Why do you want this position?
4. What gives you the most satisfaction as a teacher?
5. Why should I hire you instead of other applicants?
6. What are your professional goals five years from now?
7. How well do you work under pressure?
8. What personal qualities would make you the ideal teacher candidate?
9. To date, what have been your two most important accomplishments?
10. How do you spend your free time?
11. What was the last book you read? What book are you reading currently?
12. What was the last educational article you read? Name the title, author, and details of the article. What prompted you to read the article in the first place?
13. What motivates you to put forth your greatest effort?
14. Why did you select your college or university?

II. Professional Experience/Instructional Skills

1. What are your strengths and weaknesses as a teacher?
2. Discuss your student teaching experience. What did you like/dislike? Changes you would have made?
3. Describe the best lesson you have delivered; explain why it was successful.
4. What have you done in the past that would help us to assess your creativity as a teacher?
5. What methods have you used or would you use to assess student learning?
6. Describe how you implement cooperative learning in a lesson.
7. Please tell me about your most challenging experience while working with children or in the classroom.
8. What competencies do you possess that would improve our school system?
9. What out-of-school experiences have you had working with children?
10. Describe the experiences you have had which would indicate that you seek and enjoy leadership roles?
11. How has your college experience prepared you for a career in education?
12. What opportunities have you had to bring multi-cultural education into your classroom?
13. How do you expect to motivate students?
14. How do you deal with the unmotivated student?
15. How do you differentiate instruction?
16. Tell us how you assess students to determine how well they are learning (formally & informally)?
17. How will you instruct/challenge students with varying abilities?
18. How would you describe the role of the teacher in the learning process?
19. What would you describe as an ideal learning environment?
20. How would you implement New York State Standards in a lesson plan? Give me an example.
21. What would you tell a parent who complains that you don't give enough homework?
22. What grade level do you feel most competent teaching?
23. Will you consider extracurricular assignments?
24. Describe the teaching techniques or strategies that are most effective for you.
25. Describe your typical lesson. What does it include and whom participates-how do they participate?
26. What do you include when you write objectives?
27. It seems like there is never enough time to cover the curriculum or to get students to master content and skills. Would you comment on that?

III. Technology/Computer Skills

1. How would you apply technology to enhance daily instruction and increase student learning?
2. Explain your computer skills – address classroom management & instructional?
3. Are you comfortable using technology in the classroom?
4. Have you used a SmartBoard effectively in your teaching?

IV. Situational Questions

1. A teacher tells you that no matter how hard he tries to explain things, a few students always give up. What would you want the teacher to understand about the situation?
2. You are giving an assignment. A couple of students interrupt your presentation, complaining it is confusing to them. How would you respond?
3. Some students have been disruptive in a 6th grade class. They are reassigned to another 6th grade teacher and she refuses to take them. What are your thoughts regarding the decision of this teacher?
4. A teacher has a student who constantly daydreams. She tells other teachers in the faculty lounge that the behavior of the child is fine as long as it does not disrupt the learning of the other students. What are your thoughts concerning the statement of the teacher?
5. What would you do if 50% of a class did poorly on a test?

V. Your Philosophy of Education and Teaching

1. What methods do you use for classroom management?
2. Share three interesting techniques used in the classroom.
3. I walk into your classroom; what would it look, feel, and sound like?
4. What would a typical day look like in your classroom?
5. What is your philosophy of discipline?
6. What was the most challenging discipline problem you've encountered and how did you handle it?
7. How would you create and promote a safe atmosphere within your classroom?
8. What do you believe your role and obligations to be toward other faculty members?
9. What type of relationship would you like to establish with your students?
10. If we were to ask your closest teaching associates to tell us how well you get along with children and adults, what would they say?
11. What skills should a competent teacher possess?
12. How much knowledge and experience have you had with inclusion or collaborative teaching? How would you evaluate this practice?
13. How would you like your subject to be taught in the future?
14. What is your conception of the goals of a successful teacher?
15. How would you tell a parent about a negative situation involving their child?

VI. Elementary School Specific

1. What type of reading program did you use in student teaching? (basal, novel, whole language, etc.)
2. How would you describe the ways children learn from birth to age 9?
3. If you could design the ideal elementary classroom, what would it look like?
4. We know that children learn by making connections. What implications does this have for curriculum at the elementary level?
5. Which subject area do you believe is your strength, which is your weakest? What steps will you take to improve in this area?
6. How do you incorporate writing into your curriculum?
7. Classrooms have become much more diverse, with the inclusion of special-needs children, children from different socioeconomic backgrounds, and children from different cultures in the same classroom. How do you expect to meet the needs of all the students in your class?

VII. Middle/High School Specific

1. A lot has been discussed regarding motivation of students at this age. What do you think contributes to the lack of motivation students feel?
2. What do you think is an appropriate amount of homework for this age student? How much weight would homework hold in your consideration for grading on report cards?
3. What do you think are the top three qualities to be a successful middle/high school teacher?
4. What is meant by “teaming” at the middle/high school level? How does it support instruction?
5. What are some of the characteristics of middle/high school aged students that need to be considered when planning middle/high school programs?
6. Describe how your classroom will be run on a daily basis, from the beginning of a period to the end.
7. What do you believe is an acceptable failure rate in courses at the middle/high school? What do you believe causes school failure?
8. How would you get a student to do their work when they refuse to do anything?
9. Describe your grading practices. What ingredients go into grades and what percent would you give to each?
10. What are some alternative scheduling configurations being used at the high school level? What are the strengths and weaknesses of each?
11. Which should be the primary concern of high school teachers: the content or the kids? What is your rationale?
12. Tell me what the New York State Standards are for your subject area.

VIII. Guidance Counselor Specific

1. What do you see as your role as guidance counselor at the middle/high school level?
2. How do you view your role in a CSE meeting?
3. A student comes into your office. The teacher’s note states that the student was being disruptive in class. The student says the teacher is prejudiced and hates him. How would you deal with the situation?
4. A student tells you he/she has been thinking about suicide, explain how you would proceed.
5. A teacher comes to you and tells you that she wants a student who has been giving her problems removed from her class, what would you do?
6. A parent calls you complaining because his/her child was not selected to be in Honors English and you know that the student does not have the grades/ability to be in Honors, what would you do?
7. What do you think are the development needs of students at the middle school/high school level?
8. What do you consider to be the role of parents in the school, how would you involve them?
9. How would you incorporate technology into your counselor role?
10. Besides your day-to-day responsibilities, what could you contribute to our developmental guidance program? What are the important components of a developmental guidance program?
11. How would you utilize community resources and other external agencies?

IX. Special Education Specific

1. Explain your understanding of the concept of team evaluations?
2. What strategies would you use to consult with classroom teachers?
3. Tell me about your most difficult experience?
4. How would you advocate for a child and balance the needs of the child with the system’s ability to deliver services?
5. How would you deal with angry or upset parents?
6. How do you integrate educational goals with a child’s social or emotional needs?
7. How do you react when you have a conflict between the reality of a situation and your professional beliefs?
8. When working one-on-one with a special-needs student, how would you adapt the curriculum and instructional strategies for that student?
9. How do you formulate recommendations for services?

10. Walk us through how you would organize the following type of classroom and how you would establish academic goals: a 3-5 grade self-contained 8/1/1 classroom where students were placed in this class due to emotional problems, learning disabilities and a need for strong structure.
11. If you were asked to teach in the inclusionary setting at the elementary level, what would you do to prepare, with your team teacher, for the upcoming year? What profile of special education might be appropriate for this class? What profile of student would you not consider? What accommodations and modifications would you suggest for classroom activities, assignments and assessments to help the special education students in this class be successful?

X. Physical Education Specific

1. What are the components of a quality Phys. Ed. Program? How would you prioritize these components?
2. What are the top 3 goals of your physical education program?
3. As always there is talk of cutbacks, and we need to justify our PE positions. What would you do to convince those in decision-making positions that PE in our schools is important and that children are learning valuable things in PE?
4. What would a 45 minute lesson look like in your PE class?
5. How would you describe developmentally appropriate curriculum?
6. How do you provide for individual differences in your class?
7. In addition to the PE position, we will have a _____ coaching positions open. Would you be interested in this?
8. Do you have any ideas on how we might promote our PE program in the community?
9. There is a big push in our school district to significantly raise our physical fitness test scores. How would you go about doing this?
10. How do you feel about the inclusion of individuals with disabilities in your classes? Are you open to this and do you have experience with this?
11. Do you have any experience using technology in your physical education program? If so, elaborate on those experiences? How do you feel about it?
12. Do you see any advantages to having Internet access as a PE teacher? Give specific examples how you would use the Internet for your own professional development and with your students.

QUESTIONS TO ASK THE EMPLOYER

You should have several questions prepared before your interview to ask of the employer/panel. Typically, toward the end of the interview, the interviewer will ask you if you have any questions. If your questions have not been answered during the course of the interview, this is the time to ask. On average, it is a good idea to have approximately 10 questions prepared, so that you will have plenty to choose from if some questions are answered during the course of the interview. Your questions should be written down, so that you can refer to them easily.

1. I have always considered myself a team player and feel it's important and more productive when staff members can put their heads together. Do the teachers at this school plan or work on projects together?
2. I have experience in choral music and play production and would like to be involved in that in some way. Does this school offer any music or drama for the students?
3. In what ways do the parents get involved with the school?
4. What kinds of cross-cultural activities do you offer to the kids and the community?
5. What new innovations or programs has the school or the district implemented (for your grade level or subject area)?
6. Does the school or district have a general discipline plan?
7. Does the school or district have a mentor teacher program?

8. Are the classrooms self-contained or departmentalized?
9. Is there team teaching?
10. Do you offer professional growth opportunities for new teachers?
11. How often are evaluations given and how can I expect feedback to work?
12. What are the strengths of this school/district?
13. How do administrators offer teacher support if the need arises?
14. How would you characterize school morale?
15. When will you be notifying candidate of your hiring decision?

QUESTIONS TO AVOID ASKING THE EMPLOYER

1. Anything related to salary
2. Benefits (School office personnel, your teacher association representative, or a teacher handbook can fill you in on this subject.)
3. School hours (This information can be obtained from the school secretary or by asking other teachers.)
4. Time off for personal family consideration (Don't ask the members of the panel, get a copy of the school's teacher handbook.)
5. Breakdown of ethnicity of the community (Unless, of course, you are a bilingual teacher and this information is necessary.)
6. Anything that may be considered politically incorrect (sexist, racist, etc.)
7. Any question that could be interpreted to mean that you are not totally committed to the teaching profession (e.g., "Do you expect your teachers to take work home often?")
8. Over-stressing concerns regarding discipline
9. Any questions that pertain to the religious, political, or socioeconomic breakdown of the community
10. Questions regarding the bargaining unit/union/teacher's association
11. Extracurricular responsibilities (Don't ask anything that may cause the panel to question your work ethic or attitude.)
12. Prospects of transferring to another grade level or department (Wait until you are hired; then pursue this concern at the appropriate time.)

(Source: Inside Secrets of Finding a Teaching Job, Jack Warner and Clyde Bryan with Diane Warner, 1997)

AFTER THE INTERVIEW

Self-Assessment

You need time to think about all you have heard. For each interview record details about the position, the employer, the school or institution. Review and evaluate your interviewing techniques, identifying areas that need improvement and areas that you think were dealt with effectively, which you can repeat. See the Interview Assessment Sheet on the next page for a guide to self-evaluation.

Thank-you Letter

After the interview, send a thank-you letter to the interviewer (in the case of a panel send a letter to the coordinator of the interview or any “key” people on the panel) to thank him or her for spending time with you. This is an opportunity to reiterate your interest in the job and to remind the administrator of who you are. This letter should be sent within 24 to 48 hours after the interview. If given permission by the administrator to use his or her e-mail, a thank-you letter sent via e-mail is acceptable. See page 27 for a sample Thank-you Letter.

Job Offers

If you are not interested in the job but are made an offer, express your refusal (over the phone, in most cases) without sounding too negative. Again, a brief thank-you letter to the interviewer after a verbal refusal, which thanks them for their time and the offer, is appropriate.

If you receive an offer and are willing to accept, do not delay. Call the employer promptly with your decision and find out exactly when, where, and to whom you should report for your first day. Follow with a letter expressing your enthusiasm and eagerness to join the school or institution.

SOME REASONS WHY CANDIDATES ARE REJECTED

1. Inappropriate clothing/dress
2. Giving rehearsed, insincere answers
3. Poor communication of ideas
4. Blaming students for their failure to do well
5. Not knowing when to close or stop talking
6. Chewing gum during interview
7. Overly relaxed/informal attitude
8. Answers that are defensive or aggressive
9. Dangling earrings/long brightly painted fingernails/body piercing
10. Indications that you think your methods and philosophies are the only ones
11. Lack of membership in professional associations
12. Candidates that think they have finished learning because they are out of school
13. Bragging/flaunting yourself
14. Criticizing another school, person, or previous employer
15. Not knowing current educational trends, methods, or issues
16. Trying to impress with boundless knowledge on educational topics
17. No enthusiasm/lack of passion
18. Being unprepared
19. No questions for the interviewer/panel
20. Apparent inflexibility
21. Lack of self-confidence
22. Tardiness
23. Being political or contacting a member of the interview committee away from the interview
24. More interested in money than the job
25. Those who make a point of what they won't do
26. Not sticking to the subject
27. Candidate's skill/experience do not match job
28. Poorly defined career goals
29. No knowledge of the school or community
30. Poor grammar
31. Pretending that you know the answer, when you don't
32. Negative body language

INTERVIEW ASSESSMENT WORKSHEET

Assessing your interview immediately or soon after the completion of the interview will help strengthen your interviewing skills. This worksheet will help you organize your thoughts about your interview experience.

Name of School/Institution _____ Interview Date _____

What went well? _____

What would you strengthen? _____

How would you strengthen this? _____

What caught you off guard—"stumpers," never before encountered questions?

What did I hope to get out of this interview? _____

Did I accomplish this? _____

What do I want to include in my thank-you letter? _____

What is the next step in the process—when/how will I be contacted, second interviews, mock lessons, follow-up? _____

TEACHING IN PRIVATE/INDEPENDENT SCHOOLS

Under the United States Constitution, parents have a fundamental right to direct the education of their children and since 1925 the Supreme Court has recognized that this is inclusive of the right to choose a private education. Today, a parent's right to choose a private education is reflected in the laws of all 50 states, which specify that private education is an alternative or exception to public school attendance requirements.

What is the difference between a private parochial school and an independent school? Independent schools are governed by a board of trustees and are funded through tuition, charitable contributions and endowments. Whereas, private parochial schools receive additional funding from the church.

Why would anyone choose to teach in a private/independent school? The answer is rewards: personal, professional, and even financial. Historically, teachers have been willing to work in independent/private schools for less compensation than they would receive in the local public schools because of the "climate advantage" in the former; however, school boards are beginning to recognize that the climate advantage must be supplemented by salary and benefit compensation. Additionally, independent/private schools are seen within the industry as having a climate advantage over other types of schools. Many claim that independent/private schools are fortunate in controlling the student culture and norms of behavior and are also committed to treating teachers as professionals entitled to the freedom of designing their own curriculum.

Independent/private schools seek teachers who are idealistic, passionate about teaching, and who are caring in their relationships with students and colleagues. In addition, most independent/private schools do not require state certification, which is beneficial to students who do not have a degree in education.

Resources are available in The Career Center Library on teaching in independent/private schools. In addition, please see the last two pages of this manual for various web sites on teaching in independent schools.

(Source: Independent Schools Association of the Central States)

INTERNATIONAL OPPORTUNITIES

A teaching abroad experience can be very useful to future teachers especially when they are open to new ideas in teaching and when they are increasingly aware of the need to enrich their own cultural background. Additionally, Hofstra University does offer some international student teaching opportunities.

Teaching K-12 Abroad

- Usually requires a college degree and U.S. certification
- Start applying in November for the following year
- Major job fairs are in February at various locations throughout the country
- Positions can be found through the U.S. Government, Private International Schools, or through Volunteer Organizations

Teaching English Abroad

- Usually requires a 1-2 year commitment and a college degree.
- Typical locations are Eastern Europe and Asia.
- Apply in December for September start date.
- People with certification will be in more demand and receive higher pay i.e., TESOL (Teaching English to Speakers of Other Languages), and TEFL/TESL (Teaching English as a Foreign/Second Language)
- Certificate programs are available in the form of intensive courses that last one to two months. Most four-week courses cost about \$2,000 to \$2500. You can find more information from *Transitions Abroad*: <http://www.transitionsabroad.com/listings/study/index.shtml> This could be helpful in competitive areas such as Western Europe. Better still is an MA degree in TEFL.
- The most efficient method of applying is working with a U.S.-based organization, which arranges the placement and may provide for housing and a work permit.

Agencies/Organizations:

- DOS, U.S. Department of State, Office of Overseas Schools, Room 328, SA-1, Washington DC 20522-0132; ph. (202) 261-8200; fax (202) 261-8224; <http://www.state.gov/m/a/os/>
-Lists 180 American sponsored schools located in 113 countries. These schools are assisted by the U.S. Department of State but are independent and non-governmental. Usually requires certification and some experience.
- U.S. Department of State-English Language Programs, contact the English Language Program Division, Annex #44, 301 4th St., SW, Room 304, Washington DC 20547; ph. (202) 619-5869; fax (202) 401-1250 ; <http://exchanges.state.gov/education/engteaching/>
-The Office of English Language Programs creates and implements high quality, targeted English language programs in specific regions and countries of the world. All programs are administered through the local American Embassy or Consulate.
- DoDEA, Department of Defense Education Activity, 4040 North Fairfax Drive, Arlington, VA 22203-1634; Recruitment ph. (703) 696-3067; fax (703) 696-2699; <http://www.dodea.edu>
-DoDEA operates 224 public schools in 21 districts located in 14 foreign countries, seven states, Guam, and Puerto Rico. All schools within DoDEA are fully accredited by U.S. accreditation agencies. Approximately 8,800 teachers serve DoDEA's 106,000 students.
- CIEE: Council on International Exchange, 633 Third Ave., New York, NY 10017; ph. 1-888-Council; <http://www.ciee.org>
-Sponsors work abroad programs for both U.S. and non-U.S. citizens in a variety of countries. They provide a work permit, orientation upon arrival, and help finding a job and housing. Includes France, Ireland, Britain, Canada, Germany, New Zealand, Costa Rica, and Australia.
- English International/CAMBRIDGE CELTA, <http://www.english-international.com>
-Offers an international TEFL Certificate through Distance Learning.

- European Council of International Schools, Office of Americas, 105 Tuxford Terrace, Basking ridge, NJ 07920 USA, (908) 903-0552; www.ecis.org
-Placement and job fair agency.
- Dave's ESL Café, www.eslcafe.com
-Connect with ESL & EFL teachers and students from around the world. International Job Boards and Teacher Forums.
- Friends of World Teaching, P.O. Box 84480, San Diego, CA 92138-4480; ph. 1-800-503-7436; <http://www.fowt.com>
-An international placement agency.
- GoAbroad.com, www.goabroad.com
-Leading international education and experiential travel resource. Directories contain over 25,000 opportunities abroad updated daily including study abroad, internships, volunteer opportunities, teach abroad, and language schools.
- Institute of International Education, www.iie.org
- IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government agencies, foundations, and corporations. These programs include the Fulbright and Humphrey Fellowships. Also provides advising and counseling on international education and opportunities abroad.
- The International Educator, <http://www.tieonline.com>
-Job ads for hundreds of Teaching Overseas Positions
- Jesuit International Volunteers, PO Box 3756, Washington DC 20007, (202) 687-1132; www.jesuitvolunteers.org
-Two-year experience abroad, primarily teaching.
- Japan Exchange Teaching Program (JET), New York Office (212) 418-4461 (serves NY, PA, NJ, DE, WV, VI, PR) 800 INFO-JET; <http://www.jetprogramme.org>
-Have over 4,000 placements annually for TESL. Application deadline early December.
- NAFA: Association of International Educators, 1307 New York Ave NW, 8th Floor, Washington DC 20005; ph. 202-737-3699; www.nafsa.org
Promotes the exchange of students and scholars to and from the United States. Members share a belief that international educational exchange advances learning and scholarship, builds respect among different peoples and encourages constructive leadership in a global community.
- Peace Corps, The Paul D. Coverdell, Headquarters, 1111 20th St. NW, Washington DC 20526, ph. 1-800-424-8580; www.peacecorps.org
-One-third of Peace Corps volunteers are teachers in over 60 countries. Apply 9 months ahead.
- Search Associates, www.search-associates.com
-Each year Search Associates places over 750 teachers, administrators and interns in international schools throughout the world.
- TEFL The Boston Language Institute, 648 Beacon St., Boston, MA 02215, 1-877-998-3500; www.onlinetefl.com
-Offers an international TEFL Certificate. Contact for times, costs and locations.
- TESOL, 700 South Washington St., Suite 200, Alexandria, VA ;22314 USA (703) 836-0774; www.tesol.org
-They run a career fair in New York City in March.
- Transitions Abroad, www.transitionsabroad.com
One of the most useful guides to work abroad, study abroad, alternative travel overseas and international living.
- WorldTeach, c/o Center for International Development, Harvard University, 79 John F. Kennedy St., Cambridge, MA 02138; ph. 1-800-4-TEACH-0; www.worldteach.org.
-Teach English, math or science or coach sports in Ecuador, Costa Rica, Poland, Thailand, Namibia or South Africa. Programs usually run one year.
- United Nations, Division of Recruitment, NY, NY 10017; www.un.org/english/
-Teaching opportunities in agencies such as UNICEF (United Children's Fund), WHO (World Health Organization) and UNDP (United Nations Development Program).

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PROFESSIONAL ASSOCIATIONS YOU CAN JOIN

Professional associations are created to further members' professional development (by publishing current materials, offering in-service training programs) and to promote their employment in that field. Some associations have information that they distribute about the field and/or have job vacancy newsletters and convention placement services. Associations may be classified as national, regional, state, county, etc.

Here is a partial list of associations:

- American School Counselor Association
www.schoolcounselor.org
- Long Island Language Arts Council
www.lilac.ws
- Long Island ESOL
www.nystesol.org/region/longisland.html
- MENC-National Association for Music Education
www.menc.org
- Nassau Counselors Association
www.nycounseling.org
- Nassau County Association of Chief School Administrators
- American Association of School Administrators
<http://www.aasa.org/>
- National Art Education Association
www.naea-reston.org
- National Association for Bilingual Education
www.nabe.org
- National Association for the Education of Young Children
www.naeyc.org
- National Association of State Directors of Special Education
www.nasdse.org
- National Council of Teachers of English
www.ncte.org
- National Council of Teachers of Mathematics
www.nctm.org
- National Council for the Social Studies
www.ncss.org
- National Education Association
www.nea.org/index.html
- National Science Teachers Association New York Speech-Language-and Hearing Assoc.
www.nsta.org
- New York State Counselors Association
www.nyssca.org
- New York State Art Teachers Association
www.nysata.org
- New York State English Council
www.nysecteach.org
- New York State Association of Foreign Language Teachers
www.nysaflt.org
- School Science and Mathematics Association
www.ssma.org

To find the association right for you:

- Look in the *Encyclopedia of Associations* and the *National Trade and Professional Associations*.
- Speak with your professors, classmates, or professional colleagues about local associations.



WEB SITES FOR EDUCATORS

New York Teaching Information

[New York State Department of Education](#)

Main source for official information on teaching in the State of New York.

<http://www.nysed.gov>

[Teach NY](#)

Official information about applying to work in New York City Schools.

<http://www.nycenet.edu/teachnyc>

[New York City Department of Education](#)

Web pages and official information on NYC Schools. Links to direct district specific contact information (e.g., principals)

<http://www.nycenet.edu>

[NYEdJobs.Org](#)

Perform a specific search of open teaching, administrative and staff positions statewide. Be notified via email each time a position is posted that matches your criteria. View District Profiles containing info. about the community and school programs.

<http://www.nyedjobs.org>

[Newsday](#)

Links to all local public and any many private school web pages in the region.

http://www.newsday.com/other/education/ny-straight_from_school-nie.htmlstory

[United Federation of Teachers](#)

The UFT is the sole bargaining agent for most of the non-supervisory educators who work in the New York City public schools. Publications and information for new teachers on licensure, salaries, etc. for New York City Teachers.

<http://www.uft.org>

[On-Line Application System for Educators](#)

An Internet-based application serving school districts in several regions of New York State. These districts have committed to using this system as their primary source for filling jobs. Candidates can apply to specific positions using one application.

<http://olasjobs.org>

[New York State Association of Independent Schools](#)

Web site with organization events, conferences, workshops for the organization. There is a school directory of independent schools in New York State.

<http://www.nysais.org>

You can purchase the following directories and/or mailing labels:

SCOPE Publication Office, call 631-589-5700

Directory of Suffolk County Public Schools with Superintendent Labels

Directory of Long Island Private & Parochial Schools

Directory of Queens County Public Schools

Mid Hudson Public School Directory

Nassau County, call 516-396-2025

Directory of Nassau County Public Schools and Mailing Label Set

Higher Education

[Chronicle of Higher Education](#)

One of the largest clearing houses of jobs in higher education in the U.S.

<http://chronicle.com>

[Student Affairs](#)

Job site geared towards jobs in student affairs.

<http://www.studentaffairs.com>

Public and Private School Information

[National Association of Independent Schools](#)

Information on teaching in independent schools.

<http://www.nais.org>

[New York State Association of Independent Schools](#)

Web site with organization events, conferences, workshops for the organization. There is a school directory of independent schools in New York State.

<http://www.nysais.org>

[National Private Schools Association Group](#)

Database of 100,000 U.S. private schools.

<http://www.npsag.com>

[The Regulation of Private Schools in America](#)

Online government publication with laws and information on private schools in all states.

<http://www.ed.gov/pubs/RegPrivSchl/index.html>

[The American School Directory](#)

Search engine for K-12 web sites.

<http://www.asd.com>

[The Association of Boarding Schools Online](#)

School and contact information for U.S. and Canada boarding schools.

<http://www.schools.com>

[Common Core of Data](#)

Locate addresses and information on public schools and school districts in the U.S. <http://nces.ed.gov/ccd/schoolsearch/>

Education Industry News and Journals

[Occupational Outlook Handbook](#)

General information about teachers, earnings, outlook, and resources.

<http://stats.bls.gov/oco/ocos069.htm>

[Teachers Network](#)

Provides professional development and documents and disseminates the work of outstanding classroom teachers.

<http://www.teachersnetwork.org>

[Teaching K-8 Idea Site](#)

Articles, ideas and resources for teachers.

<http://www.teachingk-8.com>

[Adprima-Serious Educational Tools and Information](http://www.adprima.com)

Contains articles and information for all educators.

<http://www.adprima.com>

[The American School Board Journal](http://www.asbj.com)

Articles, information and links from the National School Board Association.

<http://www.asbj.com>

[Education Week on the Web](http://www.edweek.org)

News and information for teachers.

<http://www.edweek.org>

Education Employment Sites

[Academic Employment Network](http://www.academply.com)

Free resume postings for teaching jobs throughout the U.S.

<http://www.academply.com>

[Carney, Sandoe & Associates](http://www.carneysandoe.com)

Search job listings for teaching positions at private schools.

<http://www.carneysandoe.com>

[Education World: Education Employment Listings](http://www.educationworld.com/jobs/)

Browse job listings and post resumes for teaching jobs.

<http://www.educationworld.com/jobs/>

[Teaching Jobs K-12](http://k12jobs.com/template_index.php)

Search nationwide teaching job listings. Links to information on associations, salaries, and certifications.

http://k12jobs.com/template_index.php

[NYEdJobs](http://www.usa-edjobs.com/index.cfm)

The on-line career center for education professionals in New York.

<http://www.usa-edjobs.com/index.cfm>

[The National Educators Employment Review](http://www.teacherjobs.com)

Job listings, resume postings, and links to State Education offices.

<http://www.teacherjobs.com>

[School Spring](http://www.schoolspring.com/)

Free educator job search. Apply on-line, get email alerts, find 1000's of teaching positions.

<http://www.schoolspring.com/>

[Teachers Net](http://www.teachers.net)

Job postings, chat rooms, education resources, lesson plan sharing, and meeting/events.

<http://www.teachers.net>

[Teachers-Teachers.com](http://teachers-teachers.com)

A national job posting service for those interested in education-related/teaching positions.

<http://teachers-teachers.com>