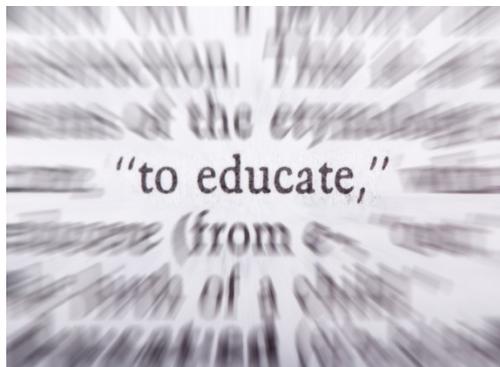


# RESUMES AND COVER LETTERS

## FOR

### EDUCATORS



#### **Career Services Center**

*A unit of Academic and Career Development Services*  
Old Main 280

Western Washington University  
Bellingham, WA 98225-9002

[www.wwu.edu/careers/](http://www.wwu.edu/careers/) ~ (360) 650-3240

The mission of WWU's Career Services Center is to provide services and programs to assist students and alumni to establish and clarify their personal, educational and career goals and obtain career employment or seek admission to graduate or professional education programs following the completion of their studies at Western.

We are dedicated to serving the needs of all students regardless of gender, ability differences, sexual orientation or ethnic background. Individuals needing special assistance should contact one of the staff. Adequate advance notice is necessary.

**Optimal Resume** is a free, online resume building resource that is available on the Career Services Center website. Start your new account with your Western email. Make an appointment to have a Peer Advisor or a Counselor review it.

**Karen Powell: Coordinator-Job Search Services**

**Karen.powell@wwu.edu**

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# THE RESUME

The purpose of a resume is to market yourself for the next position you desire. The resume should be short and concise, presenting an employer with information pertinent to the job announcement in a brief, easy-to read format. One page is usually sufficient for new college graduates with limited work histories, but experienced individuals may need two pages.



A variety of formats can be used for resumes. However, in our experience with university students and other job seekers, we have found that the chronological format generally works the most effectively. This approach operates on the assumption that your most recent experience is the most relevant. Consequently, information concerning your education and experience is presented in reverse date order. The information which follows details the elements that are typically included in a chronological resume.

## THE BASIC ELEMENTS

There is no one correct way to write a resume. However, there are some basic elements you need to include in your resume:

- 1) **Identifying Information**--The very first information on your resume should be your name, address and phone number (and/or message phone number, if applicable), including both zip and area codes. You may also include a website address, if you have one. Your main objective is to get employers to remember you, so highlighting your name using bolding, caps or a larger font will make you more visible.
- 2) **Career Objective**--For application to a specific job, an objective is usually not necessary. An objective may be appropriate at a career fair or to designate specific skills/endorsements that you wish to use. It should be a very specific statement about the type of position you are seeking and/or the skills you wish to use. If you plan to explore a variety of different opportunities, you will probably be better off using your cover letter to explain the type of position you are seeking so that you can tailor your statement to the particular organization you are contacting.
- 3) **Certification**--This is the area separate from and above the Education section. It details the type of certificate (i.e.: Washington State Residency Certificate) and the date issued or anticipated. Endorsements and Most Highly Qualified designations are also included in this section.
- 4) **Educational Background**--With emphasis on the highest education level attained, list your college experience including name and location of institutions attended, degrees/certificates earned or to be granted, major, special coursework, and dates of completion. You may also want to list any outside training you have received (such as special workshops or seminars) which is pertinent to your career objectives. For new

graduates this section is placed before the experience sections. As more experience is gained the education section may be moved farther down the page. When writing your resume you always want to “put your best foot forward” by arranging the information presented in order of importance.

- 5) **Teaching Related Experience**--List in reverse chronological order the experiences you have had which directly relate to teaching, working and/or volunteering with children. Include subheadings such as Teacher, Substitute Teacher, Student Teacher, Practica, Tutor and Camp Counselor. The experiences most directly relevant to the position for which you are applying should be emphasized. Typically, those would be student teaching and substituting for the entry level teacher and contracted experiences for veteran teachers.



In highlighting your experiences, include only the information that would be relevant to the position you seek. Be sure to use language which indicates you are current with curricular, instructional and philosophical trends in your field. At the same time, the resume should not appear verbose or full of clichés. Using brief examples is a way to build a positive image in the mind of the resume reader.

- 6) **Other Experience**--At this point, you will need to make a judgment call on how specifically you will list your current and former employment. For the candidate, **Teaching Related Experience** is often the strongest statement one can make. However, prospective employers can learn many positive things about a candidate from other employment as well. If you have been in the work force, you have no doubt gained a number of transferable skills which will assist you in the classroom. In addition, your work history before and during college may leave a positive impression of someone who is energetic, ambitious and willing to work hard to reach his/her goals.

This information will be listed as in the previous section with **job title, employer, location** and **dates of employment** followed by a brief description using active verbs of relevant skills utilized in performance of the position. It is not necessary to include all of your work experience. Unrelated, extremely dated employment or jobs of brief duration need not be included. Do not discount summer, part-time and volunteer positions, however. It may be appropriate for some candidates to simply list other experiences without bullet point descriptions if most of the relevant experience is teaching related.

- 7) **Key Qualifications** (Optional)--Alternate titles include Skills Summary, Strengths Profile or Summary of Qualifications. The idea here is to highlight your qualifications for the type of position you are seeking. Typically this section is arranged as a list of 6 to 8 bullet points listing skills, areas of expertise and/or personal characteristics, each described in just a few words. Every item included should relate in an obvious way to

the job announcement or to the type of position you are seeking. The beauty of this section is that you can draw from the full range of your experiences to date--education, volunteer work, employment, campus activities, etc. Just be sure that the rest of your resume supports the claims you make here. This section may appear before the education section or before the relevant experience section or later in the resume depending on how important the information is (for instance, fluency in a foreign language or training in a highly desired area could be emphasized in this section).

- 8) **Activities/Honors/Memberships** (Optional)--Choose the heading that is most appropriate for your particular background. List academic honors, extracurricular activities and memberships in this section, placing a special emphasis on those things that relate closely to your career goals.
  
- 9) **Community Activities** (Optional)--Employers like to learn a little bit about the person behind the resume. Information about your hobbies and interests will provide some insight into your character and personality and may include pertinent information that would not appear anywhere else in your resume. Steer clear of information on things like age, marital status, height and weight. Under Affirmative Action/EEO guidelines, employers are not to use this type of information in their hiring procedures. As noted above, if you have gained significant experience from other activities, they may fit better in your earlier "Experience" section than here.

## **SAYING WHAT YOU MEAN AND MEANING WHAT YOU SAY**

Once you know what information should be included in your resume and how to arrange it, you are ready to sit down and put the words on paper that will most effectively communicate to an employer what you have to offer. No small task! As with any piece of writing, you need to be as concise as possible and your choice of words is extremely important. Pronouns such as "I", "they" and "he" or "she" are never used, and articles are usually dropped (i.e. "a", "an", "the"). This will put the emphasis on your choice of verbs. Choose carefully! Where "attended" sounds weak and somewhat vague, "participated actively" sounds dynamic and results-oriented. Watch your use of adjectives and adverbs as well. "Responded promptly to customer inquiries" sounds better than just "responded." The action verbs and adjectives on the next pages will help you make the most appropriate word selections to put some punch in your resume. A worksheet to assist you in writing excellent experience bullet points is included. While it may feel uncomfortable to brag, this is a time when it's not only okay, but necessary, to toot your own horn, so go for it!

# ACTION VERBS

## TEACHING SKILLS

adapted	defined	facilitated	presented
advised	developed	guided	set goals
clarified	enabled	informed	stimulated
coached	encouraged	initiated	taught
collaborated	established	instructed	trained
communicated	evaluated	lectured	updated
coordinated	explained	persuaded	

## ADMINISTRATIVE or MANAGEMENT SKILLS

acquired	coordinated	improved	prioritized
administered	delegated	increased	produced
analyzed	developed	managed	recommended
assigned	directed	maximized	scheduled
attained	eliminated	minimized	streamlined
chaired	evaluated	obtained	strengthened
conserved	exceeded	organized	supervised
consolidated	expanded	oversaw	
contracted	headed	planned	

## CLERICAL OR DETAIL SKILLS

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

## COMMUNICATION SKILLS

addressed	directed	moderated	reported
arbitrated	drafted	motivated	researched
arranged	edited	negotiated	responded
authored	enlisted	persuaded	solicited
communicated	formulated	promoted	spoke
cooperated	influenced	publicized	summarized
corresponded	interpreted	reconciled	translated
defined	lectured	recruited	verified
developed	mediated	renegotiated	wrote

## CREATIVE SKILLS

acted			
applied	established	integrated	planned
composed	evaluated	introduced	presented
conceived	fashioned	invented	produced
conceptualized	formed	loaded	proposed
created	formulated	molded	refined
designed	founded	originated	revamped
developed	illustrated	perceived	revitalized
directed	instituted	performed	shaped

## FINANCIAL SKILLS

allocated	budgeted	estimated	planned
appraised	calculated	forecast	researched
audited	computed	marketed	sold
balanced	developed	projected	

## HELPING SKILLS

advocated	coached	educated	guided
aided	contributed	expedited	referred
assessed	counseled	facilitated	rehabilitated
assisted	demonstrated	familiarized	represented
clarified	diagnosed	fostered	supported

## RESEARCH SKILLS

abstracted	discovered	inspected	reviewed
clarified	evaluated	interpreted	summarized
collected	examined	interviewed	surveyed
critiqued	extracted	investigated	
diagnosed	identified	organized	

## TECHNICAL SKILLS

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

# ADJECTIVES

active	energetic	personable
adaptable	enterprising	poised
adept	enthusiastic	positive
aggressive	exceptional	practical
analytical	experienced	productive
assertive	fair	receptive
broad-minded	firm	reliable
committed	honest	resilient
competent	independent	resourceful
confident	innovative	self-reliant
conscientious	instrumental	self-starter
creative	keen	sensitive
culturally aware	logical	sharp
dedicated	loyal	sincere
dependable	mature	socially responsible
determined	methodical	successful
diligent	motivated	strong
diplomatic	objective	tactful
disciplined	open-minded	team-oriented
effective	organized	
efficient	outgoing	

# Translating Duties to Skills: Worksheet for Educators

## Use the “What + formula”

For each job think: **What did you do in this position?**

Then elaborate: **Why** was the task important?

**What** was your impact within the district/organization?

**How** did you perform your duties?

**What** skills did you use or develop?

Create bullet points that begin with a **strong verb** and emphasize skills or qualities required in the **next** job you seek!

Examples:

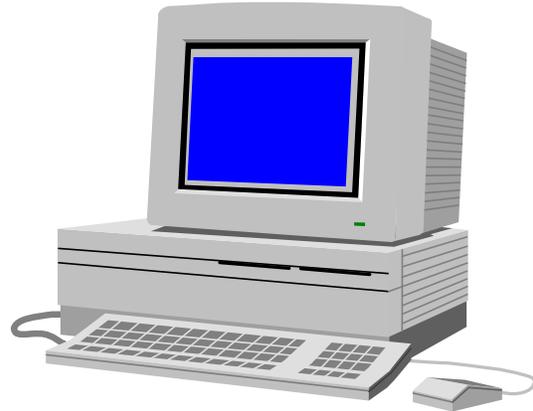
- Assisted a sixth grade class with physical science becomes:  
**What + Skills Developed:** *Mentored sixth grade students in physical science, demonstrating ability to develop effective learning relationships with multiple age levels*
- Planned and taught small group lessons with ELL students becomes:  
**What + How and Impact:** *Planned and taught small group lessons with ELL students, incorporating cultural knowledge to engage learners*
- Answered phones for busy office becomes:  
**Importance + What:** *Maintained organized and efficient work environment, answering phones for busy office*

Duty: \_\_\_\_\_

• \_\_\_\_\_

## PUTTING IT ALL TOGETHER

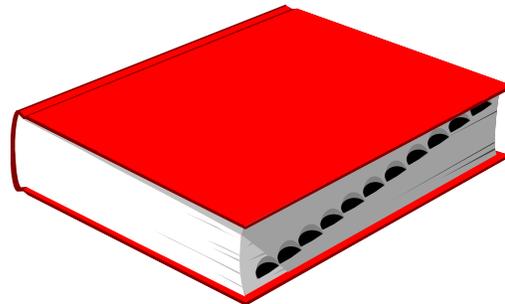
There are a number of ways to have your resume put into final form. Optimal Resume is available on the Career Services Center Website: <https://www.optimalresume.com/>. This tool allows the resume to be stored on an outside server and greatly simplifies resume building.



Regardless of which production method you choose, the same basic fundamentals apply:

- Balance the material on the page so that the total effect is pleasing to the eye and easy to read. Leave generous margins (one inch on top and bottom,  $\frac{3}{4}$  to one inch on sides) so the page doesn't look crowded and use headings to help organize the information in a meaningful way.
- Be consistent in the type of headings (i.e., emphasize) you use. Don't use caps or bolding in one section and underlining in another.
- Avoid slang, jargon, acronyms and abbreviations (except for states which can be abbreviated using the standard two-letter zip designations like WA for Washington).
- Edit your resume several times to improve word choice and eliminate redundancy. A synonym dictionary or thesaurus can help you here.

Use a dictionary and remember that spell checkers don't always catch every error. Resumes with misspellings and typos are often tossed out, regardless of the candidate's qualifications.



**Proofread, proofread, and proofread!** In fact, it's a good idea to have someone else proofread your resume for you because it's often very hard to see your own mistakes.

- Avoid flashy or odd-size paper. Use 8 1/2" x 11" paper. Unusual colors and size may attract negative attention. Also, resumes are often scanned for several people to review. Choose a color that will scan well. Colors other than white, when scanned, are often grayer and harder to read than white.

## *Getting Started on Optimal Resume!*

1. From the home page at <http://www.wvu.edu/careers/>, select the “Optimal Resume” link under “Links of Interest” and “Resources” on the right.
2. The Optimal Resume Log-in page will appear with a sign in area for established users on the right and a link for new users to “Create an Account” on the top left.
3. Use your Western Washington University e-mail address to start an account.
4. Once the account information page appears, enter the e-mail and address that you wish to appear on your resume (your e-mail address can be changed at this point to a non-WWU account in order to maintain an account after graduation).
5. Ensure that the information entered on this page is accurate and that you update it occasionally, as this tool is used for user data and by employers searching for students with certain degrees or skills.
6. Once this form is completed, you will proceed to the main Optimal Resume page. To begin a resume, select “Create New Resume”.
7. The resume can be built from Resume Samples, Section Sets or from Scratch. The first two options have formatting built into them, so are the easiest to begin with.
8. Examples and Samples can be viewed from the Section Sets page, along with other helpful tools.
9. The “Style Resume” tab allows for countless modifications and revisions eliminating the need to modify in Word. This feature ensures you the potential to create a professional resume that represents your unique needs!
10. Please note, under Tools, a link to Explore Careers which will take you to the Occupational Information Network (O\*Net). This will assist you in building skills and knowledge into your resume that are in demand in your desired profession.
11. The Optimal Resume Tool includes the options to create a **Portfolio** with a **website**, perform a **skills assessment** and **practice interviewing skills**. All of these choices, along with the resume builder, are provided free of charge!

# TEACHING RESUME CHECKLIST

## **FIVE SECOND REVIEW:** *Is your resume inviting or scary?*

- It is neat, clean and pleasing to the eye
- White space—not too much or too little
- Even margins—not too narrow or too wide
- It is on nice paper—white or neutral light shade

## **FIVE MINUTE REVIEW:** *Does the information you included invite the reader to learn more?*

### **OVERALL:**

- 1 inch margins on top, bottom and sides. Left and right margins can be  $\frac{3}{4}$  inch at the smallest
- 11 to 12 point type—Arial or other sans serif type is clearest for smaller than 12 point
- Consistent headings, bold use, punctuation and spacing
- Typestyle is consistent and not mixed with another
- Format, your choice, but easy to read and consistent
- No errors or misspellings
- No artwork, fancy type or colored ink
- 1 page is not always the rule: sometimes more detail is good—make it relevant

### **HEADINGS:**

- *Certification, Education and Relevant Teaching Experience* (or similar, in order)
- Other possible headings of: Honors, Awards, Affiliations, Key Qualifications, Multicultural Experience or Other Work Experience (Other headings that describe and market YOU!)
- In general, no references or objectives on page (exception might be for career fair)

### **CONTENT:**

- Begin with verb, present tense for now, or past tense (“I” is implied)
- Include information relevant to position that highlights skills you have
- Demonstrate proficiency with specific information
- Include information on areas of interest to school districts such as languages, diversity experience, flexibility, classroom management, use of assessment to inform instruction, Common Core and other standards, teamwork, and communication with parents, co-workers and students—use job announcement as guide
- Make it easy for the employer to see how you meet the specific job requirements/qualifications
- Describe your experience, skills and knowledge related to the job
- Include unpaid & paid volunteer, internship and classroom experiences
- Include details that make you stand out from other applicants
- Avoid using personal pronouns & eliminate articles (“a”, “an” & “the”)
- Avoid jargon & abbreviations (exception states) not commonly understood

# JACKSON BROWNLEY

100 Lake Heights Drive • Everett, WA 98208  
(425) 540-0000 • brownleyj@yoohoo.com

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## CERTIFICATION

Washington State Residency Certificate, Expected June 2014  
Endorsement: **Elementary Education**  
Highly Qualified: **Mathematics and Elementary Setting**

## EDUCATION

Bachelor of Arts in Education, **Mathematics**, Western Washington University, Bellingham, WA, Expected June 2014

## RELEVANT EXPERIENCE

**Student Teacher**, 3rd grade, Lowell Elementary, Everett, WA, Fall 2013-Present

- Implement multiple curricula including mathematics, science and literacy, incorporating Washington's Common Core State Standards into lesson planning
- Administer successful proactive classroom management plan with Make Your Day, demonstrating effective behavior management with 22 diverse students
- Develop strong relationships and communication with parents from varied backgrounds through e-mail, face-to-face contact and phone communication
- Participate actively in staff meetings to address community support, management in construction zone and other topical concerns
- Differentiate instruction to meet all needs, including those of five ELL students

**Practica**, Everett and Marysville School Districts, WA, September 2012-June 2013

- Demonstrated ability to interact at developmentally appropriate levels with 1st through 6th grade students
- Planned and taught whole class and small group lessons periodically, facilitating guided reading, writing, and math groups
- Worked effectively one on one with ELL and students with special needs

**Student Body Leader**, Woodring College of Education, Everett, WA, 2011-2012

- Organized food drives for Everett Boys and Girls Club
- Managed and participated in conferences and international festival
- Utilized volunteers and delegated effectively to enhance smooth operations

## OTHER EXPERIENCE

**Customer Service**, Everett Computers, Everett, WA, March 2009-March 2011

- Provided friendly and courteous service, communicating technical skills in easily understood language

**Nanny**, Private Family, Marysville, WA, 2006-2009

- Managed household for mother confined to wheelchair, engaging two young children in fun learning activities

## AFFILIATIONS

- National Council of Teachers of Mathematics, 2012-Present
- Washington Education Association, 2011-Present

# SELINA M. GOMEZ

100 Main Street ♦ Mt. Vernon, WA 98000  
(360) 555-1515 ♦ selinag@itsmail.com

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## CERTIFICATION

**Washington State Residency Certificate**, Expected March 2014  
Endorsements: **Biology** and **Science**

## EDUCATION

**Post-Baccalaureate Secondary Education Program**, Western Washington University (WWU),  
Bellingham, WA, Expected March 2014  
**Bachelor of Science, Biology**, Minor: **Spanish**, WWU, Bellingham, WA, June 2012

## MULTICULTURAL EXPERIENCE

Fluent Spanish speaker; studied 6 months in Cadiz, Spain: communicate and establish rapport with individuals of diverse ethnic backgrounds with ease

## RELEVANT TEACHING EXPERIENCE

**Student Teacher**, Mt. Baker Middle School, Mt. Vernon, WA, Fall 2013-Winter 2014

- Adapt classroom instruction and assessments by using visual aids and real world examples to optimize student achievement at title 1 school with 64% non-white ethnicity
- Develop lessons and instruct 7th and 8th grade students, based on Washington State's Science Learning Standards and grade level expectations
- Establish positive rapport with students, parents and critical family members, using Spanish speaking skills as needed
- Enhance student engagement for learning science through maintaining collaborative learning classroom environment
- Participate actively in staff and weekly professional learning community meetings, collaborating with math teacher to incorporate linked science-math unit
- Observe, plan, teach and assess practice to inform and modify instruction for multi-cultural classes with many levels of ability

**Practica**, Anacortes and Mt. Vernon School Districts, WA, Fall 2012-Spring 2013

- Demonstrated ability to build positive relationships with high school students, using developmentally appropriate activities and instructional strategies
- Assisted with interactive computer program to enhance science curriculum utilizing technology competently and comfortably

## OTHER EXPERIENCE

**Laboratory Aide**, Skagit Valley Medical Laboratory, Mt. Vernon, WA, 2010-2012

- Assisted principal laboratory technician, demonstrating mastery of scientific techniques
- Made all media for growing yeast and bacterial strains, preparing slides for use in testing

**Certified Nurse Assistant Practicum**, Island Hospital, Anacortes, WA, 2009-2011

- Acquired real life science application by assisting nurses and caring for patients
- Communicated calmly in stressful situations, maintaining positive demeanor

# ***CINDY A. SAMSON***

555 SE 7th Street • Vancouver, WA 98226 • (360) 555-0000 • cindy.samson@email.com

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## **CERTIFICATION**

Washington State Residency Certificate, March 2013

Endorsement: **Health and Fitness**

American Red Cross, Standard First Aid and CPR, 2008-Present

## **EDUCATION**

Bachelor of Arts in Education, **Physical Education and Health P-12**, Western Washington University (WWU), Bellingham, WA, March 2013

## **RELEVANT TEACHING EXPERIENCE**

**Substitute Teacher**, Evergreen School District, Vancouver, WA, Spring 2013-Present

- Instruct elementary physical education program in primary and intermediate grades, and middle school classes in physical education, math and science
- Teach adeptly in diverse classes with students of differing ability, background and ethnicity

**Student Teacher, Physical Education**, Central Elementary, Bellingham, WA, Fall 2012-Winter 2013

- Planned, scheduled and carried out elementary physical education program, with each class geared to meet students' instructional level
- Instructed and communicated with culturally, racially and linguistically diverse students
- Designed lessons and units with objectives aligned to Common Core State Standards
- Adapted lessons and instruction for students with special needs, including student with Down Syndrome; worked with special education teacher to form strategies for individual students
- Created positive behavior management plan actively engaging students to limit behavior issues, using variety of techniques to fit situation and child when challenges arose
- Collaborated with district PE staff in series of meetings to coordinate physical education programs and curricula at multiple schools

**Practica**, Bellingham School District, Bellingham, WA, 2011-2012

- Planned developmentally appropriate activities equally effectively for weekly physical education classes in elementary, middle and high school settings

**Instructor**, WWU, Bellingham, WA, Fall/Winter 2011-2012

- Taught large college level classes including several exchange students, demonstrating ability to work with students with limited English proficiency and differing cultural backgrounds

## **RELATED VOLUNTEER EXPERIENCE**

**Tutor**, Flying Colors, Bellingham, WA, 2011-2013: weekly tutoring for third grade child

**Special Olympics**, Marysville, WA, Summer 2012: organized participants, escorting to events

**Pool Buddy**, Adapted Aquatics, Bellingham, WA, Fall 2011: aided children with array of disabilities

**Program Assistant**, Boys & Girls Club of Northwest Washington, Mount Vernon, WA, Summer 2011

## **PROFESSIONAL AFFILIATIONS**

American Alliance for Health, Physical Education, Recreation and Dance, 2012-Present

Washington Alliance of Health, Physical Education, Recreation and Dance, 2011-Present

# MALIA ANN SIMPSON

775 E. State Street • Bellingham, WA 98225  
(360) 640-5555 • simpsma@geemail.com

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## CERTIFICATION

**Washington State Residency Certificate**, expected December 2013

Endorsements: **Special Education**

Highly Qualified: **Elementary Setting** and **Special Education**

## EDUCATION

Bachelor of Arts in Education, **Special Education** and **Elementary Education**, Western Washington University (WWU), Bellingham, WA, June 2013

### Curricula & Technology utilized:

- **Reading**-Read Naturally, Reading Mastery, DIBELS, AIMSWEB, and StoryTown
- **Math**-Investigations, and Read it, Write it, Draw it
- **Science**-Foss Science Kit
- **Technology**-Clicker 5 training, IEP Online experience, proficient with document camera, and Microsoft Office programs
- **RTI**-Training and experience in Response to Intervention

## RELEVANT TEACHING EXPERIENCE

**Student Teacher**, Dublin National School 4th Class (ages 9-10), Dublin, Ireland, Fall 2013

- Live and teach in Ireland through Global Student Teaching, adjusting effectively in distinct cultural environment
- Adapt lessons to provide for individual differences, including four English Language Learners and two students with special needs
- Implement efficient behavior management system, creating positive learning environment
- Plan, create and deliver lessons based on Irish National Curriculum Standards
- Incorporate technology into lessons with Interactive Whiteboard, PowerPoint and Word
- Maintain positive lines of communication with families through weekly "newsletter"

**Special Education Student Teacher**, Carl Cozier Elementary, Bellingham, WA, Spring 2013

- Taught enthusiastically in K-6 resource room with both pull-out and push-in programs
- Designed, planned and implemented math, reading, writing and social skills lessons for small groups of varying skill levels based on Common Core State Standards
- Assessed students using Woodcock-Johnson and Brigance Inventory of Early Development
- Collaborated regularly with general education teachers about lesson adaptations and accommodations for students
- Coordinated 13 students' schedules to ensure most participation in general education setting possible
- Created individual behavior plans with appropriate rewards and consequences
- Developed, wrote and lead IEP meetings with parents and other professionals
- Participated actively in faculty meetings, child-team meetings and curriculum workshops

## OTHER RELATED EXPERIENCE

**Nanny**, Private Family, Spokane, WA, Summers 2011-2013

- Cared for young girl with severe disabilities (8-10), creatively developing fun activities to allow her participation

**Lifestyle Advisor-Ally Building Network**, WWU, Bellingham, WA, 2010-2012

- Organized and facilitated workshops to identify stereotypes of race, gender, religion, and culture
- Developed on-campus activities devoted to community building and embracing diversity

# CALEB I. TEACH

Caleb.Teach@email.com

1600 Main Street  
Everett, WA 98208  
(425) 555-0707

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## CERTIFICATION

**Washington State Residency Certificate**, June 2013

Endorsement: **English Language Arts**; Highly Qualified: **English** and **Spanish**

## KEY QUALIFICATIONS

- Bilingual and biliterate in Spanish/English with multi-cultural experience abroad and locally
- Excel at fostering positive learning environments for students from middle through high school utilizing developmentally appropriate practices
- Recent coursework in secondary curriculum and instructional strategies including writing across the curriculum and curriculum integration
- Strong communication and team-building skills evidenced by five years of retail experience

## EDUCATION

**Master in Teaching**, Western Washington University (WWU), Bellingham, WA, August 2013

**Bachelor of Arts**, English Literature and Spanish Language, WWU, Bellingham, WA, June 2011

**Spanish Language and Literature**, Universidad de Granada, Granada, Spain, Winter-Spring 2008

## RELEVANT TEACHING EXPERIENCE

**Student Teacher**, Ingraham High School, Seattle Public Schools, WA , Winter-Spring 2013

- Design units and lessons aligned with, or exceeding, Common Core State Standards for Senior English, Freshman Reading and Writing and AP Literature and Composition
- Utilize multimedia resources and real world examples to engage students in school with more than 54% free and reduced lunches and over 70% students from diverse ethnicities
- Provide modifications, using multiple teaching strategies for learners from wide range of backgrounds, including English Language Learners (ELL), students with IEPs and gifted learners
- Integrate technology into lessons to engage learners, including use of Smart Boards, Movie Maker, Pod Cast and Blogs
- Demonstrate commitment to continued learning through active participation in professional development opportunities, staff and departmental meetings
- Utilize ongoing informal and formal assessment to measure effectiveness of teaching and optimize student learning, adapting instruction when needed
- Establish rapport with students and families from different cultural origins by creating positive and respectful environment and encouraging dialogue through regular communication

**Practica**, Madison Middle and Ballard High Schools, Seattle Public Schools, WA, January-December 2012

- Developed short lessons for targeted 6th graders incorporating varied instructional strategies and active learning experiences to dynamically engage students
- Imparted useful individual feedback and writing instruction for at-risk high school students

**High School Tutor**, Teen Life Center, Lynnwood, WA, October 2010-June 2011

- Tutored students ages 14-18 one-on-one utilizing Spanish speaking skills
- Built rapport with students through academic and personal mentorship

## **OTHER RELATED EXPERIENCE**

**Theme Reader**, Northshore School District, Bothell, WA, September 2011-present

- Read and assess students' papers using cooperating teacher's guidelines and rubric
- Provide constructive feedback and written commentary for each individual student paper

**Day Camp Leader**, Edmonds Park and Recreation, Edmonds, WA, Summer 2012

- Designed and implemented eight-weeks of programming for group of 30 teen campers
- Mentored ten high school student leaders, demonstrating strong leadership skills

**Team Leader**, Quantum Learning Network—Academic Summer Camps, San Diego, CA/Boise, ID, Summers 2009-2011

- Lead teams of 10–12 adolescents at SuperCamp
- Collaborated with colleagues (certified teachers and teacher education students) to create academically and socially focused activities for high school students
- Facilitated group discussions, activities, and academic focus groups that resulted in students gaining learning strategies and self-knowledge to assist in school and life success

**Literacy Mentor/Program Coordinator**, YMCA, Mt. Vernon, WA, School Years 2009-2011

- Translated school communications to Spanish in order to better serve Spanish-speaking families at Madison Elementary
- Stimulated family involvement in Skagit County's low-income schools, developing sustainable literacy programs, coordinating school events and recruiting volunteer reading tutors
- Tutored and mentored over 100 at-risk students in region using culturally competent methodology
- Procured over \$500 in charitable donations from community businesses and organizations to promote literacy for students

## **PROFESSIONAL DEVELOPMENT**

- Member, Professional Learning Community: analyze data to inform instruction, Fall 2012-present
- International Schools Education Symposium, Chief Sealth High School, Fall 2012
- Undoing Institutional Racism, People's Institute of Seattle, Fall 2012
- Culturally Competent Classroom Management, Washington Reading Corps, Spring 2011
- ELL literacy tutor training, Literacy Now, Winter 2011

## Writing an Effective Cover Letter or Letter of Application

A cover letter is your chance to make a good first impression. Because it accompanies your resume and application to the school district or educational institution, it is often the first opportunity to introduce yourself as well as an indication of your written communication skills.

Having put a lot of hard work into a resume you want to make sure that the prospective employer reads it carefully. A cover letter is a marketing tool that you develop to encourage employers to study your resume and give you serious consideration as a candidate. Together, they should stimulate the employer to want to know more about you through an interview.

Just like the resume, **the cover letter should be tailored to the specific position about which you are inquiring or for which you are applying.** Never send a form letter. Certainly there will be some common things you mention in each letter, but the wise cover letter writer will personalize it as much as possible.

In general, a **professional cover letter is:**

1. Formal and businesslike
2. Neat
3. Short (3 or 4 paragraphs on one page)
4. Typed or computer generated
5. Errorless (spelling, grammar, punctuation)
6. On good quality bond paper or in PDF form for electronic applications, if able, ensuring that your format will remain consistent
7. Addressed to a specific person, whenever possible

Two basic uses for cover letters:

1. **Letter of Inquiry** - when you have an interest in a school district but are not aware whether an opening exists for which you are qualified. Many districts and educational institutions will then note your interest and place your letter (and resume and application) in their systems for future consideration when openings arise.
2. **Letter of Application or Cover Letter**- when there is a specific opening for which you are qualified and wish to apply.

## COVER LETTER CHECKLIST

**Five Second Review:** Give it the once-over; is your cover letter:

- Free of typos and spelling errors?
- Proofread by someone for grammatical and punctuation errors?
- Typed in the same font and on same color paper as your resume?
- Organized and prioritized?
- Full of action verbs describing experience, skills, and knowledge?
- Specifically addressing the person in charge of hiring for the job, using a colon or comma after the person's name?
- Signed personally by you in blue or black ink?

**Fifteen Minute Review:** After further reflection, does your cover letter:

- State specifically the job title for which you are applying?
- State specifically how you found out about the job posting?
- Specifically address qualifications listed in the job announcement or list any qualifications you have if this is a letter of inquiry?
- Emphasize internships, relevant job experience, relevant coursework, or professional society activities?
- Show your enthusiasm in wanting the position for which you are applying?
- Stay away from statements such as "I feel", "I think", and "I believe"?
- Describe your personal attributes that would relate to company culture or how you would fit in the organization?
- Address any names of people who referred you?
- Have the appropriate number of paragraphs (3-5)?
- State interest in scheduling an interview with a company representative?
- Provide your contact information, i.e., phone and email?
- Thank the employer for his/her time and consideration.

## Cover Letter/Letter of Application Sample Layout

Your Street  
City, State, Zip Code

Date  
[3 spaces]

Name of Individual  
Title of Individual  
Name of Employer  
Street Address or PO Box Number  
City, State, Zip Code  
[1 space]

Dear Mr./Ms./Dr. \_\_\_\_\_:  
[1 space]

**Opening Paragraph.** Attract attention. Clearly state the reason for writing, naming the position or type of work for which you are applying. Identify how you heard of the opening or how the employer's name was obtained (i.e., the Career Services Center informed me of your opening or Professor Smith in the Technology Department at Western Washington University recommended that I contact you.)  
[1 space]

**Second Paragraph.** State your reason for writing this particular employer. Specify concrete reasons for the type of work you desire. Highlight: **your skills**; your goals; and/or how your education, experiences and other qualifications support your capacity to succeed in this job (in this organization.) **“Show your Stuff!” Describe what you can do for the employer rather than what the employer can do for you.** Significant accomplishments can be noted, but the resume should not be repeated any more than absolutely necessary. Basically, you are emphasizing your key qualifications -- selling yourself -- elaborating on background areas which will attract the employer for the specific career field or job you want.  
[1 space]

**Closing Paragraph.** Restate your interest by indicating your availability for a personal interview. Either suggest a time or state your willingness to come at the convenience of the individual employer. End on a strong note. Indicate your resume is enclosed (and your placement file has been forwarded-if appropriate).  
[1 space]

Sincerely yours,  
[3 spaces]  
(Signature)

Full Name Typed or use digital signature  
[1 space]  
Enclosure(s)

# Sample Job Description followed by Targeted Letter

## ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

**TITLE: LANGUAGE ARTS TEACHER**  
**REPORTS TO: Building Principal**

### **RESPONSIBILITIES:**

- Provide instruction in high school core area subjects encouraging flexible and critical thinking and the development of communication skills.
- Kindle excitement about learning, incorporating manipulative, projects, simulation games and research projects into instruction.
- Develop collaboration skills for interdependent success through peer coaching and cooperative learning.
- Effectively diagnose student learning process and difficulties. Provide evaluative feedback to students including prescribing ways to maintain progress and overcome difficulties.
- Ensure a caring, safe learning environment.
- Encourage and provide the structure for ongoing, meaningful involvement of parents and community member in the classroom and the school.
- Demonstrate positive relationship skills with students, parents and district staff, maintaining ongoing and open communication.
- Have clear and well maintained classroom routines and procedures designed to minimize disruption and maximize student on task time.
- Maintain ongoing and open communication with parents and the community.
- Work cooperatively and productively as a team member in planning, supporting and providing instruction.
- Use technology to provide challenging instruction to students of all learning levels.
- Perform other instruction related activities as assigned by the building principal.

### **QUALIFICATIONS:**

- Valid Washington State teaching certificate with endorsement in Language Arts.
- Recent coursework in curriculum and instruction strategies relevant to high school (e.g. curriculum integration, writing across the curriculum, teaching thinking, learning to learn, cooperative learning).
- Evidence of successful teaching experience and effective work with middle school/high school age students.
- Ability to state vision of middle school/high school education and how it is implemented in the classroom and the school.
- Evidence of success in functioning cooperatively and productively as a team member with demonstrated skill in communication, problem solving and collaborative decision making.
- Commitment to continued learning and personal and professional growth.
- A sense of humor, enthusiasm for life, desire and ability to work as team member.
- Evidence of ability and willingness to utilize parent volunteers in the instructional process.
- Willingness to work with a building team in the development and implementation of building goals, budget, curriculum and behavior management.
- Willingness to integrate technology in the learning process

1600 Main Street  
Everett, WA 98208

Current Date

Kathy Miyauchi  
Executive Director of Personnel Services  
Issaquah School District  
565 NW Holly Street  
Issaquah, WA 98027

Dear Mrs. Miyauchi:

This is an application for job number \_\_\_\_\_, Language Arts Teacher. As a recent graduate from Western Washington University, I have my Masters in Teaching with an endorsement in English-Language Arts and highly qualified status in Spanish. My ability to build positive relationships with students and peers, variety of teaching experiences and recent coursework in curriculum and instruction strategies, integration and writing across curricula will enable me to be a great asset to the Issaquah School District.

During my placement as a student teacher at Ingraham High School in Seattle, I learned and applied a broad range of teaching strategies. For example, I constructed my lesson plans by first consulting the Common Core Standards for clear objectives and learning goals. Every student's experience was enriched by differentiating lessons for learning styles, IEPs, 504s, gifted/talented abilities, as well as cultural and socio-economic needs. I incorporated parent volunteers into classroom activities whenever possible and integrated technology to engage learners. I implemented a variety of assessments to ensure evidence of successful learning throughout each unit. Above all, I encouraged students to assume a very active responsibility for their own learning. My students enthusiastically made strategic choices, reflected on their learning processes, collaborated often, and submitted constant input. Every one of my students knew what we were learning, why we were learning it, and how it applied to the world beyond the classroom.

As part of my student teaching and practica experiences, I also had the opportunity to work closely with both departmental and building wide teams. As a student teacher, I collaborated with colleagues to develop goals that will be followed for the remainder of the school year. I also actively participated in extra-curricular activities and volunteered for extra duties demonstrating an enthusiasm and true desire to be part of the high school team.

My experiences beyond graduate school have enhanced my success as an educator. My Spanish speaking ability and my experiences studying abroad have proven to be an asset both in the classroom and on campus. I have a deeper understanding of what diversity means through my travels and have been able to build productive and valuable relationships with diverse students and peers. Additionally, my work as a Theme Reader with in the Northshore School district has resulted in valuable insight on the success of lessons based on analysis found in the student essays that I appraised, and is an indicator of my commitment to continued learning and growth.

I truly believe that we are all lifelong learners and would love the opportunity to share this belief with the students of the Issaquah School District. I hope to soon discuss with you how my experience and abilities can best meet the goals of your district. Thank you for your consideration.

Sincerely,

Caleb I. Teach  
Enclosures: Resume and Application