

Preparing for the Teacher Job Search



CEHD Career Services
College of Education and Human Development

Teacher Job Search

What's Involved?

- Where do you want to teach?
- Networking
 - Online networking
- Marketing Materials
 - Resume
 - Cover letter
 - References
- Job posting sites
- Online applications
- Portfolio
- Interview



Teacher Job Search

What can I do to be proactive?

2013

January							February							March						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6				1	2	3				1	2	3		
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31

April							May							June						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6	7				1	2	3	4	5				1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

July							August							September						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6	7				1	2	3	4	30					1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29

October							November							December						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6				1	2	3	30	31					1	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29

Designed by Amy, [angradido.com](http://www.angradido.com)

Teacher Job Search Calendar

<http://www.cehd.umn.edu/career/pdf/Job-Search-Calendar-for-Teachers.pdf>

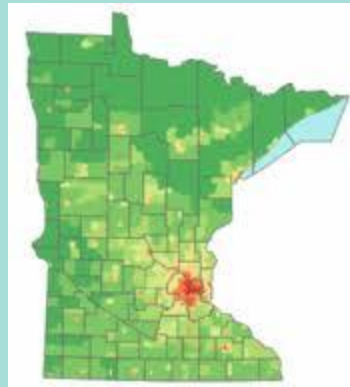
Teacher Job Search

When Do I Apply for Teaching Positions?



- Trends: Begin April – peak mid-May – and small bump again in mid-August
- Begin to apply once your resume and cover letter are complete, you have strong letters of recommendation, and can speak about your experiences in the classroom effectively. It's also helpful to have applied for your teaching license.

Where do you want to teach?



Teaching in MN, the U.S. and Abroad

<http://www.cehd.umn.edu/career/teacher/default.html>

Consider...



There are two parts of the job search:

1) Networking

- Making connections in the schools

2) Online Application

- Marketing materials:
 - Resume
 - Cover letter
 - References

Networking

Make Connections!

Knowing people who are connected to opportunity!

- Student Teaching: Cooperating Teacher; Principal
- Practicum(s); Volunteer Opportunities
- Faculty
- Professional Associations
- MN Education Job Fair
- Career Panels
- Friends, Family and Co-workers



**Nearly 80% of jobs are filled via
the hidden job market!**

Online Networking



LinkedIn



Google™



facebook



twitter



You Tube
Broadcast Yourself

- *Google* yourself.
- Check your privacy settings.
- Filter out unprofessional pictures.
- Unflattering information? Bury it.
- Join LinkedIn.

Ask yourself, “Would I be comfortable posting this material on the wall of my classroom?”

Marketing Materials

Teaching Resume

Strong Cover letter

Letters of Recommendation (3)



The Purpose is to get an Interview!



What makes you unique?



- U of M teaching program
- Student teaching experience
- Your individual strengths

Teaching Resume



- Tailored toward pre-K to grade 12 teaching positions
- It briefly, yet powerfully, communicates your skills, abilities and experience
- *It shares the value you will bring to an employer!*

Job Seeker

● 222 Pleasant St., Minneapolis, MN, 55455 ● career@umn.edu ● 612-624-7577 ● jobseeker.weebly.com ●

MINNESOTA TEACHING LICENSE

English as a Second Language (K-12)

July 2012

EDUCATION

University of Minnesota Twin Cities, College of Education and Human Development
Masters of Education, Second Languages and World Cultures, GPA: 3.95

In Progress
Minneapolis, MN

University of Minnesota Twin Cities, College of Liberal Arts
Bachelor of Arts: Spanish Studies and History, GPA: 3.76 Dean's List Fall 2009, Spring 2010

May 2011
Minneapolis MN

Fundación José Ortega y Gasset, Centro de Estudios Internacionales
● Fully immersed into another culture ● Tutored English to local families

September 2009-May 2010
Toledo, Spain

Language: Proficient in Spanish

TEACHING EXPERIENCE

Student Teacher, 7th and 8th grade
Murray Junior High, St. Paul School District

January-March 2012
St. Paul, MN

- Instructed English Learners in inclusive and sheltered settings while all students experienced and succeeded in the same rigor of content
- Aligned all lessons to the Common Core State Standards for English Language Arts while creating an engaging and enriching lesson
- Implemented the teaching strategy 100% from *Teach Like a Champion* to improve student engagement and comprehension
- Collaboratively taught 7th grade challenge Math and 8th grade English Language Arts through consistent communication and planning
- Analyzed formative assessments to inform future teaching
- Diversified lesson formats and Power Points to maintain student engagement
- Elicited student responses through articulated questions and topics relevant to students

Student Teacher, 2nd grade
North Park Elementary, Columbia Heights School District

October-December 2011
Fridley, MN

- Built phonetic knowledge of newcomers through use of alphabet books and contextual practice
- Supported content and English learning by speaking to student in his native language (Spanish)
- Participated in meaningful conversations during parent-teacher conferences to enhance relationships and further differentiated instruction based on new knowledge and student need
- Developed and implemented interventions to fit student needs as well as abided by Everyday Math and Read Well curricula
- Created a community atmosphere through use of morning meetings and maintained a cooperative classroom through Responsive Classroom

RELATED EXPERIENCE

History Day Mentor
Minnesota Historical Society

January 2008-May 2011
St. Paul, MN

- Encouraged group collaboration and assisted in project formulation and production
- Assisted in historical research and thesis development for History Day projects, continued correspondence and aid in projects through email and library visits
- Created and maintained positive, productive relationships with students and faculty to enhance learning
- Provided individual attention to students with need for greater research assistance and access to resources

Job Seeker

222 Pleasant St. SE, Minneapolis, MN, 55455 • (612) 624-7577 • gopher@umn.edu

SUMMARY OF SKILLS:

- Completed a full year clinical placement working with the same group of elementary students utilizing the co-teaching model.
- Proficient in Spanish.
- Completed a methods course focused on working with English learners.
- Completed the teacher performance assessment.

MINNESOTA LICENSE:

Elementary Education, K-6

Aug. 2013

EDUCATION:

University of Minnesota, College of Education and Human Development

Minneapolis, MN

Masters of Education; Elementary Education

In Progress

Bachelor of Science; Elementary Education with minor in Spanish Studies

May 2012

CERTIFICATIONS:

American Heart Association CPR and AED, infant to adult

May 2011-2013

LANGUAGE PROFICIENCY:

Spanish: Written and verbal

TEACHING EXPERIENCE

Co-Teacher (4th grade), Full Year Placement

White Bear Lake, MN

Birch Lake Elementary, White Bear Lake School District

Sept. 2012- May 2013

- Created and taught active, standards-based, integrated, and multi-strategy lessons in five content areas.
- Differentiated and supplemented instruction for each student's varying interests, prior knowledge, and needs such as providing additional visuals, creating academic language objectives, and building background for fifteen English Language Learners (ELL).
- Analyzed students' assessment data, work samples, and participation in order to successfully and continuously group students for guided reading groups, math intervention, and cooperative learning activities.
- Developed a classroom management approach that includes effective transitions, logical consequences, specific behavioral feedback, and implementation of behavior interventions.
- Collaborated in goal setting, reflection, and instructional planning during Individualized Education Program (IEP) meetings, Professional Development (PD), Professional Learning Communities (PLC) and collaborative grade-level team meetings.
- Conferred with parents and families at fall and spring conferences in which students' strengths were highlighted, home and school goals were set, and growth was emphasized using MCA and MAP data samples and student work.

Sections to Include

- **Name Block** (name, address, email, phone, & portfolio)
- Objective, Profile or Summary of Qualifications
- **Teaching License**
- **Education**
 - Certifications
 - Study Abroad, International Travel
 - Language Proficiency
- **Teaching Experience**
 - Student Teaching & Practicum(s)
- Related (Teaching) Experience
- Content Specific Experience (Lab Experience, Art Experience)
- Professional Development or Professional Associations



Name Block Examples

JOB SEEKER

222 Pleasant Street SE, Minneapolis, MN 55455 | 612-624-7577 | gopher@umn.edu

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Job Seeker

222 Pleasant Street SE, Minneapolis, MN 55455

gopher@umn.edu

612-624-7577

Objective, Profile, or Summary Statement



Ask yourself:

- 1) Is there space?
- 2) Is it well written – clearly highlighting your strengths?
- 3) Does it grab the readers attention?

Objective

Objective: To become a science teacher.



Objective: A career in science education utilizing strengths obtained through numerous classroom experiences and an education in science education at the University of Minnesota to work toward closing the achievement gap.

Job Seeker

• 222 Pleasant St., Minneapolis, MN, 55455 • career@umn.edu • 612-624-7577 • jobseeker.weebly.com •

OBJECTIVE: A career in science education utilizing strengths obtained through numerous classroom experiences and an education in science education at the University of Minnesota to work toward closing the achievement gap.

MINNESOTA TEACHING LICENSE

General Science (5th grade – 8th grade)

Expected June 2014

Life Science (9th grade – 12th grade)

Expected June 2014

EDUCATION & CERTIFICATIONS

University of Minnesota, College of Education and Human Development

In Progress

Master of Education, Science Education

Minneapolis, MN

University of Minnesota, College of Biological Sciences

May 2013

Bachelor of Science in Neuroscience | GPA 3.52

Minneapolis, MN

First Aid & CPR In Progress

Profile

Profile

Self motivated educator driven by a strong desire to contribute to the success of students. Experience in public school and museum education. Background in studio arts and art history. Excel at communicating ideas. Passionate about helping others experience art and express themselves in a creative way.

Job Seeker

• 222 Pleasant St., Minneapolis, MN, 55455 • career@umn.edu • 612-624-7577 • jobseeker.weebly.com •

Self motivated educator driven by a strong desire to contribute to the success of students. Experience in public school and museum education. Background in studio arts and art history. Excel at communicating ideas. Passionate about helping others experience art and express themselves in a creative way.

MINNESOTA TEACHING LICENSE

Visual Arts, K-12

Expected June 2014

EDUCATION

University of Minnesota, College of Education and Human Development
Masters of Education, Art Education

In Progress
Minneapolis, MN

University of Minnesota Twin Cities, College of Liberal Arts
Bachelor of Arts, Art

May 2013

Summary Statement

Summary of Qualifications

- Completed a full year clinical placement working with the same group of students utilizing the co-teaching model.
- Proficient in Spanish.
- Completed a methods course focused on working with English learners.
- Completed the teacher performance assessment.

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• 222 Pleasant St., Minneapolis, MN, 55455 • career@umn.edu • 612-624-7577 • jobseeker.weebly.com •

SUMMARY OF QUALIFICATIONS

- Completed a full year clinical placement working with the same group of students utilizing the co-teaching model.
- Proficient in Spanish.
- Completed a methods course focused on working with English learners.
- Completed the teacher performance assessment.

MINNESOTA TEACHING LICENSE

Elementary Education

Expected June 2014

EDUCATION

University of Minnesota, College of Education and Human Development

Minneapolis, MN

Masters of Education, Elementary Education

In Progress

Bachelor of Science, Foundations of Elementary Education

May 2013

Teaching License

TEACHING LICENSE

MN Elementary Education, K-6

Estimated June 2014

LICENSURE

State of Minnesota: Communication Arts/Literature, 5-12

Anticipated June 2014

MINNESOTA TEACHING LICENSE

Early Childhood Education (birth - 3rd grade)

Expected June 2014

Early Childhood Special Education (birth - age 6)

Expected June 2014

MINNESOTA TEACHING LICENSES

General Science (5th grade – 8th grade)

Expected May 2013

Life Science (9th grade – 12th grade)

Expected May 2013

Education

University of Minnesota, College of Education and Human Development
Masters of Education, Second Languages and World Cultures, GPA: 3.95

In Progress
Minneapolis, MN

University of Minnesota, College of Liberal Arts
Bachelor of Arts, Spanish Studies and History, GPA: 3.76

May 2012
Minneapolis MN

Language Proficiency:

- Fluent in Spanish

Academic Honors:

- University of Minnesota Scholar-Athlete 2011, 2012
- Donna J Olson Award for Service & Leadership 2012

Certifications:

- First Aid & CPR 2012-2014

Education

University of Minnesota, College of Education & Human Development

Masters of Education, Elementary Education, GPA: 3.5

Bachelor of Science, Foundations of Elementary Education, GPA: 3.3

Minneapolis, MN

In Progress

May 2013

Experience

Student Teacher, 7th and 8th grade

Jan. – Mar. 2013

Murray Junior High, St. Paul School District

St. Paul, MN

- Instructed English Learners in inclusive and sheltered settings while all students experienced and succeeded in the same rigor of content
- Aligned all lessons to the Common Core State Standards for English Language Arts while creating an engaging and enriching lesson
- Implemented the teaching strategy 100% from Teach Like a Champion to improve student engagement and comprehension
- Collaboratively taught 7th grade challenge Math and 8th grade English Language Arts through consistent communication and planning
- Analyzed formative assessments to inform future teaching
- Diversified lesson formats and Power Points to maintain student engagement
- Elicited student responses through articulated questions and topics relevant to students

Skill Statements



- **Focus on results & accomplishments**
 - Quantify and use numbers
 - Include industry language (buzz words)
 - What was **unique** about your experience

Skill Statements

Strong Skills Statements = Action Verb + Details + Outcome/Result

Action Verb

Start skills statements with strong action verb – avoid repetition and vague words like “Worked,” “Taught,” and “Responsible for.”

Details

The situation, problem, or need that you fulfilled. Quantifying and qualifying your work is important. (For example: Taught 150 9th and 10th grade students in IB biology & Sheltered EL Biology)

Outcome/Result

What happened as a result of your action on the problem, situation, or need? How did the result contribute to the organization or company? How did you gain skills or discover strengths?

Teaching Experience

Student Teacher, (4th grade), Full Year Placement

Sept. 2013 - Present

Birch Lake Elementary, White Bear Lake School District

White Bear Lake, MN

- Created and taught active, standards-based, integrated, and multi-strategy lessons in five content areas.
- Differentiated and supplemented instruction for each student's varying interests, prior knowledge, and needs such as providing additional visuals, creating academic language objectives, and building background for fifteen English Language Learners (ELL).
- Analyzed students' assessment data, work samples, and participation in order to successfully and continuously group students for guided reading groups, math intervention, and cooperative learning activities.
- Developed a classroom management approach that includes effective transitions, logical consequences, specific behavioral feedback, and implementation of behavior interventions.
- Conferred with parents and families at fall and spring conferences in which students' strengths were highlighted, home and school goals were set, and growth was emphasized using MCA and MAP data samples and student work.

Related Experience

Private Tutor

Jan. 2012– Present

Self-employed

St. Paul, MN

- Worked with individuals ranging from 8th graders to seniors in college
- Aided in English grammar, reading, writing, test preparation, political science, and German
- Helped one student raise ACT score by five points, and raise GPA from 2.9 to 3.7

Counselor

Jun.-Aug. 2013

Concordia Language Villages

Moorhead, MN

- Served as resident counselor for students ages 9-18 at an immersion language camp
- Designed and led innovative education activities for both small (3-7) and large (20-40) groups

Content Experience

LAB EXPERIENCE

Laboratory Assistant

Neuroscience Lab, University of Minnesota

January –May 2013

Minneapolis, MN

- Conducted research on the effects of thalamocortical afferents on neocortical area development
- Developed analysis techniques to quantify and analyze data

Study Abroad

Where should study abroad go on my resume?

- If it is a study program, consider listing under the education section:

University of Minnesota

Minneapolis, MN

Bachelor of Art, Art History

May 2012

Paul Valery Universite

Montpellier, France

Art History

June 2011

- If the experience included an internship, list under the experience section.
- If you did a work program but the work was not particularly related to your intended profession, list as additional experience and focus on the cross-cultural learning component.
- If your resume includes a section for skills, include specific skills acquired or improved while abroad.

Adapted from the Define Your Experience for Employers Handout from the Learning Abroad Center, U of M

Study Abroad

What skills have you acquired or enhanced while you were abroad?

- Enhanced cultural awareness and sensitivity to customs and cultural differences
- Foreign language proficiency
- Adaptability
- Ability to identify and achieve goals
- Improved communication skills
- Increased confidence, initiative, and independence
- Awareness of global economic and political issues
- Clarification of goals and improved self-awareness
- Resource Management
- Problem Solving
- Crisis Management
- Listening and observation
- Specific professional skills or knowledge base
- Ability to maintain an open mind and be tolerant of others



According to the Define Your Experience for Employers Handout from the Learning Abroad Center, U of M

Visual appeal matters

- **White space is critical;** Be consistent; Bulleted format vs paragraph ; *Make information* easy to find by defining sections and using **clear** and visible headings; **Carefully** *consider font, size* and *enhancements*; Experiment, try different formats, individualize!

Resume Tips

- Don't use "I" statements
- Spell out acronyms (University of Minnesota instead of U of M)
- Use a common font, 10-12 pt.
 - Headings 12-14 pt.
 - Name 14-16 pt.
- No spelling mistakes
- Don't use MS Word templates
- Use consistent format and font
- 1-2 pages
- Correct degree and spelled out (Masters of Education vs. MEd)
- GPA can be listed if 3.0 or above
- Don't list high school



Want to Teach Overseas?

Resume should:

- Highlight study abroad or international travel experience
- Include work with diverse populations
- Include ability to speak another language
(95% of teachers do not speak another language overseas)
- Possibly, include marital status because it affects your work visa (not appropriate when applying for U.S. positions)

**According to UNI Career Services*

When Asking for Advice Remember...



- This is your resume
- You are the expert of your experiences
- Look at examples
- Use critical thinking skills to filter suggestions from others

Resume Resources

RESOURCES FOR TEACHERS

Job Search | Resumes & Cover Letters | Applications | Portfolios | Interviewing

Resumes

Your teaching resume is an important tool which allows you to market your skills and experience to prospective employers. As a teacher it is essential that your resume clearly communicates your qualifications and also reflects what makes you a unique candidate.

Teacher Specific Resources

- [Resume Tips for Teaching](#)
- [Sample Teacher Resumes](#) ▶

Additional Resources

- [Resume Writing](#)
- [Resume Writing Workshop](#)
- [Action Verbs \[PDF\]](#)

<http://www.cehd.umn.edu/career/teacher>

Click on “Resumes & Cover Letters”

CEHD CAREER SERVICES

GOLDPASS

UNIVERSITY OF MINNESOTA

GoldPASS

job, internship, and volunteer listings

welcome

Welcome to GoldPASS!

GoldPASS is the U of M's online database to help connect students and alumni with employers, volunteer organizations, and internships across the country.

To use GoldPASS:

Students and Alumni - In order to use GoldPASS, you'll need to log in with your x.500 ID (Internet ID) and complete the user agreement.

For a quick tutorial on how to best use GoldPASS, link [here](#).

For answers to common questions, refer to the [GoldPASS FAQ's](#)

Employers and Volunteer Recruiters - To post jobs on GoldPASS, you'll first need to create an account. Once you've signed up, staff from one of our Career Services offices will review your account, and give you the "okay". This process will only take a day or so, and we'll let you know when your account becomes active.

Mentors - To connect and engage with students in their career exploration, and to get involved on campus, create an account by clicking on the "login" link to the right.

Faculty & Staff- If you'd like to set up a GoldPASS account, please contact your career services office. Contact info for your office can be found here: <http://www.career.umn.edu/offices.htm>

Students & Alumni:
LOGIN

Employers:
LOGIN

Mentors:
LOGIN

Need Help?
CONTACT US!

<http://goldpass.umn.edu/>

Cover Letter

- Very important in education!
- The best cover letters show how your qualifications match the needs of the employer and makes a case for why you are a good fit.
- Use the job description as your “road map.”



How to create a cover letter

Cover Letter Template

CEHD
COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT
UNIVERSITY OF MINNESOTA

Your Name
Your full Address
City, State Zip Code
Email address
Phone

✦ three lines of space

Name/Title of Specific Person
Name of Organisation
Street Address
City, State Zip

Date

Dear Mr./Ms. _____:

Introduction Paragraph
Introduce yourself and inform the reader why you are writing, how you learned of the position or potential position, of any personal contacts you may have with the hiring manager or company, and your strongest qualifications for the job.

Second Paragraph
Clearly express why you want this position and how you are a good fit for the position and/or company. Inform the reader(s) of your skills and qualifications and how they can benefit the company. Provide specific examples of how you've demonstrated the skills they are looking for. Use your voice to help bring life and personality to your application.

Final/Closing Paragraph
Summarize and reiterate how your skills and qualifications can match their needs. Request a specific follow up (generally an interview) and give the employer a good way to contact you. Thank the reader for his/her time and let them know a specific date, generally within a week, that you will follow up with them.

Sincerely,

✦ Sign your name in pen here (3 lines between sincerely and your typed name)

Type Name

Enclosures: Resume, References, (etc.)

CEHD Career Services
360 Education Sciences Building | 612-625-3339 | www.cehd.umn.edu/career
The University of Minnesota is an equal opportunity educator and employer. This material is available in alternative formats upon request.

- Use customary letter format
 - Your address, date, company address
- Salutation
- Intro
- Body
- Close
- Enclosures

The Salutation

**Address the letter to a SPECIFIC person such as Dear Ms. Tillmon, Dr. Smith, or Mr. Ruiz

- NOT: Sir or Madam
- NOT: To Whom It May Concern

Cover Letter Template

CEHD
COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT
UNIVERSITY OF MINNESOTA

Your Name
Your full Address
City, State Zip Code
Email address
Phone

☛ three lines of space

Name/Title of Specific Person
Name of Organisation
Street Address
City, State Zip

Date



Dear Mr./Ms. _____:

Introduction Paragraph
Introduce yourself and inform the reader why you are writing, how you learned of the position or potential position, of any personal contacts you may have with the hiring manager or company, and your strongest qualifications for the job.

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Sincerely,

Type Name
Enclosures: Resume, References, (etc.)

CEHD Career Services
260 Education Sciences Building | 612-625-9339 | www.cehd.umn.edu/career
The University of Minnesota is an equal opportunity educator and employer. This material is available in alternative formats upon request.

The Introduction

- What are you applying for?
- How did you learn about the position?
- Mention any personal contacts with hiring manager or organization
- Why *this* school or district?
 - Share your knowledge of the employer.



The Body

- Share your passion for teaching! Tell your story.
- How are you a good fit?
 - What skills, abilities, and experiences will you bring to the employer!
 - Be specific and use examples.
 - State your strengths & accomplishments as they relate to the needs of the school and position.



The Closing

- Request specific follow-up, generally an interview.
- Include contact information.
- Thank the reader for his/her time and consideration.



The Closing

Closing

Sincerely,

Signature

A white rectangular box containing the handwritten signature "Job Seeker" in black ink.

Name

Job Seeker

Enclosures

Enclosures: Resume & Reference Page

JOB SEEKER

128 Pleasant Street SE
Minneapolis, MN 55455

www.portfolio.com

jobseeker@umn.edu
612-624-4346

⇒ three lines of space

Name/Title of Specific Person

Name of Organization

Street Address

City, State Zip

Date

Dear Mr./Ms. _____:

Introduction Paragraph

Introduce yourself and inform the reader why you are writing, how you learned of the position or potential position, of any personal contacts you may have with the hiring manager or company, and your strongest qualifications for the job.

Second Paragraph

Clearly express why you want this position and how you are a good fit for the position and/or company. Inform the reader(s) of your skills and qualifications and how they can benefit the company. Provide specific examples of how you've demonstrated the skills they are looking for. Use your voice to help bring life and personality to your application.

Final/Closing Paragraph

Summarize and reiterate how your skills and qualifications can match their needs. Request a specific follow up (generally an interview) and give the employer 1 good way to contact you. Thank the reader for his/her time and let them know a specific date, generally within a week, that you will follow up with them.

Sincerely,

⇒ Sign your name in pen here (3 lines between sincerely and your typed name)

Type Name

Enclosures: Resume, References, (etc.)

Guidelines

- Look at samples
- Proofread, proofread, proofread
- Use 10-12 pt font
- 1 page limit
- Match resume and reference page style: personal logo, paper and font for a professional look
- A resume and cover letter are a package. They generally go together
- Use your own words

References

References may be asked for by employers in one of two forms:

- **Recommendation (or Reference) Letters**

- Generally 3-5 recommendation letters
- Letters should be written by individuals who can speak to your teaching ability (cooperating teacher, principal, site supervisor, program faculty)
- Letters will speak about your abilities in a “general” way and not tailored to a specific position
- It’s your responsibility to scan and copy reference letters to submit for applications as needed

- **List of References (Reference Page)**

- Consists of your chosen references contact information.

Job Seeker

• 222 Pleasant St., Minneapolis, MN, 55455 • career@umn.edu • 612-624-7577 • jobseeker.weebly.com •

REFERENCES

Goldy Gopher

Math Teacher (Cooperating Teacher, known since 2013)

Highland Middle School, St. Paul School District

56 East River Road, St. Paul, MN 55106

Email: goldygopher@umn.edu

Phone: 612-625-3339

Dr. Michael Scott

Principal; Highland Middle School (Known since 2013, Principal overseeing my student teaching placement)

200 Park Blvd., St. Paul, MN 55123

Email: principal@email.com

Phone: 612-625-3339

Dwight Schrute

Professor; Curriculum & Instruction, University of Minnesota

(Known since 2012, Professor for two courses & Site supervisor)

128 Pleasant Street, 244 Appleby Hall, Minneapolis, MN 55455

Email: gophers@umn.edu

Phone: 612-625-3339

Find a Job

Job Sites/Resources

GoldPASS (U of M's job posting site)

- <http://goldpass.umn.edu>

EdPost

- <http://www1.stcloudstate.edu/joblistings/edpost/>

MN Department of Education (MN Teacher Recruitment Center)

- <https://education.state.mn.us/MTRC/>

Additional Job Sites (CEHD Career Services listing)

- <http://www.cehd.umn.edu/career/teacher/sites.html>

Online Applications

- Many school districts (in Minnesota and across the U.S.) use online application systems, such as AppliTrack, to automate portions of the hiring process.
- 127 school districts in Minnesota use AppliTrack.
- Some districts require applicants to take a *teaching style inventory* as part of the application process, which consists of multiple choice behavioral based questions about the applicant's teaching style.
- Once an applicant has taken a teaching style inventory, these results can be shared with other districts.
- Online applications can take up to 40 minutes to complete.

Online Applications

Behavioral Based Screening Assessments

Teaching Style Inventory

This inventory contains two sections. The first asks you to choose the best and worst responses to some situations teachers can face. The second asks you how much you agree or disagree that each of a series of statements describes how you approach teaching or situations in general. Please respond to all of the items in both sections. As you respond, please remember:

- The inventory is focused on matching your preferred style to the teaching styles needed for different teaching openings. An accurate match is possible only if you are honest in your responses.
- This inventory is only one part of the overall matching process used in filling openings. Our interviews, for example, address some of the same themes found in the inventory. You may, therefore, be asked to expand on your answers to the inventory during the interview process.


There is no time limit, so work through the inventory at your own pace. Respond carefully and check over your responses before submitting them. Once items are submitted, they cannot be changed.

Proceed to the [Teaching Style Inventory System](#).

If you just completed the assessment, click the button below to check if your results have been received. Note: It may take up to one minute for your results to be linked with your application.

Check for results

Online Applications License

 Please tell us about the licenses you hold

▶ Do you hold a Minnesota license? Yes No

If no, have you applied for one? Yes No

If yes, list your license(s):

MN File Folder Number:

123465

[Search MDE for File Folder Number](#)

Select a Category:	Elementary Education	
Check the endorsement/grade level(s) you hold.		
<input type="checkbox"/> 1-6	<input checked="" type="checkbox"/> K-6	
Expiration Date	Active?	Status
<input type="text" value="mm/dd/yyyy"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	Applied For
Select a Category:		
Expiration Date	Active?	Status
<input type="text" value="mm/dd/yyyy"/>	<input type="radio"/> Yes <input type="radio"/> No	
Select a Category:		
Expiration Date	Active?	Status
<input type="text" value="mm/dd/yyyy"/>	<input type="radio"/> Yes <input type="radio"/> No	



Please list any other endorsements and/or verifications *documented* on your license(s):

Online Applications

Standing Out in Online Applications

- Fill out each online application completely; never say “see resume.”
- Include buzz words.
- Dates need to be accurate.
- Concise, complete essay questions.
- Thoughtful, spellchecked, absolutely no errors.
- For more information visit:
<http://www.cehd.umn.edu/career/teacher/default.html>
and click on the “Applications” tab.

MN Education Job Fair 2015

Logistics

Monday April 13th, 2014 | 10:00 a.m. to 3:00 p.m.
Minneapolis Convention Center

Register to attend through CEHD Career Services.
(Registration begins February 2015)



MN Education Job Fair 2015

Orientation Online Workshops

CEHD | College of Education + Human Development

2013 MINNESOTA EDUCATION JOB FAIR

Monday, April 15, 2013 | Minneapolis Convention Center

10:00 a.m. - 3:00 p.m. Employer Booths Open

10:00 a.m. - 5:00 p.m. Interviewing Area Open

Meet school district and education organization representatives, attend district presentations, and interview for jobs. The fair is open to students and alumni from participating Minnesota colleges and universities. Teachers must be licensed by January 2014. Education services candidates (such as school counselors, speech therapists, school social workers, or school administrators) may also attend. The registration fee is \$20. To prepare for the MN Education Job Fair, click on the "Prepare" tab below.

University of Minnesota (Twin Cities) students and alumni must register using GoldPASS by Thursday April 11, 2013 at 4:30pm.

Register to Attend

Prepare

Employers Attending

Job Fair Check-in

Contact

Prepare

- Review the [MN Education Job Fair Checklist](#).
- View the MN Education Job Fair Orientation Online Workshops. (Transcripts available upon request.)
 - Part 1: [Benefits & Logistics](#)
 - Part 2: [How to Prepare Before the Fair](#)
 - Part 3: [During the Fair and Follow-Up](#)
- Visit the [CEHD Career Services website](#) for additional teacher job search resources.
- Stop by during [drop-in hours](#) to have your resume reviewed in preparation for the job fair.
- Or, schedule an appointment with a career counselor by calling 612-624-7577 for assistance with your resume, school district research, and job fair strategy.

Interviewing

Preparing for an interview

Research

- Research the organization—impress them by knowing what they do, and how you can help!
- Know your strengths and the experience you will bring to the position.

Logistics

- Plan to arrive 10 minutes early
- Bring extra copies of your resume and a hard copy portfolio.

Interviewing

Hard Copy and Electronic Portfolios

Portfolios

- Two types: hard copy & electronic
- Tailor to the position
- Be selective; less is more
- Display your best work
- For more information visit:
<http://www.cehd.umn.edu/career/teacher> (click on “portfolios”)

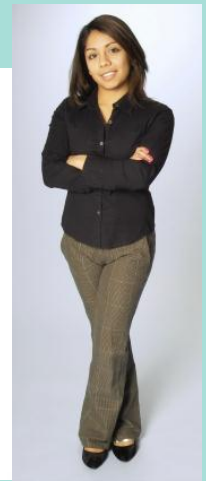
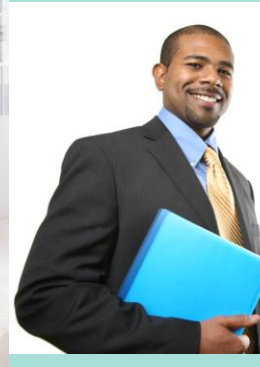
*The Purpose is to Showcase
your Experience in an Interview!*

Interviewing

Dress for Success

Dress Professionally

- Be sure you have appropriate attire such as a suit, dress pants/skirt and blazer, or button down collared shirt.
- Wear comfortable, polished shoes. Have a neat and appropriate hair cut. You want to look great!



Interviewing Questions

Practice

- Interview Stream <http://umn.interviewstream.com/>
- CEHD Career Services Practice Interview
 - Call 612-625-3339

Sample Questions

- Commonly Asked Teacher Interview Questions
 - <http://www.cehd.umn.edu/career>
- Questions to Ask at the Interview
 - <http://www.cehd.umn.edu/career>
- Job Search Handbook for Educators

Interviewing

Standing Out During the Interview

- Share your passion & enthusiasm for teaching.
- Effectively communicate what you know about the school or district. Do your homework!
- Be able to clearly articulate what makes you unique. What skills, abilities, and experiences will you bring to the school or district?
- Use strong examples from your previous classroom experiences.
- Display confidence and humility.



What You Can Do Today!

- Determine where you would like to teach.
- Begin working on your resume and cover letter.
- Google yourself.
- Make connections in the schools.



Additional Resources

- CEHD Career Services

<http://www.cehd.umn.edu/career/teacher>

- Schedule an appointment 612-625-3339

or <http://cehdcareer.appointments.umn.edu>



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