

Practice Packet: Transitioning Your Resume to a Teaching Resume

Transitioning to a Teaching Resume - Frequently Asked Questions

1. When do I start creating a teaching resume as I just started taking education classes?

There is no better time to start than the present! Your resume is a working document in which categories can change, experiences can be added and removed, and teaching experiences strengthened. It is important to begin to structure the “bones” of your teaching resume and then continue to add experience as you continue through the program. The hardest part is getting started but a draft can always be edited and updated.

2. The deadline for the student teaching packet is only a few weeks away and I am just getting started with my interactive field observation and experiences in teaching. I’m concerned my resume won’t be strong enough to submit by the deadline. What should I do?

It is important to have a current resume draft so that prospective placements can see all of the experiences you have to offer. Although it is necessary to get your resume in by the deadline, there are opportunities to send a revised resume for your application later as you can update your packet at any time. Please send updated copies to your placement specialist in the College of Education.

3. I am a Career Changer and new to the teaching field. I’m concerned that I have nothing to add or build for a teaching resume.

Everyone is starting from a different place and it is important to consider all of the transferrable skills you can offer from your previous professional experience as well as how to build your teaching experience. If you have limited teaching or teaching-related experience, it will be important to add an “Interactive Field Experience” section to your resume to share the richest experiences. Try to include at least 3-4 school observations in this section on your resume to build your experience.

Also, as “Interactive Field Experience” and “Teaching-Related Experience” are optional sections on your resume, keep in mind that not all experiences can fit into “teaching related experience.” Critically examine if the experience you want to list is appropriate to add to that section. For example, if you trained someone in a retail position that would be a great transferrable skill but not a teaching-related experience. Teaching-Related experience is typically represented by tutoring, mentoring, camp counseling, or another experience that has direct elements of teaching. Try to also find short-term volunteer opportunities that are teaching-related. One in particular that offers these experiences is through Chicago Cares

<http://www.chicagocares.org/>

4. I am an undergraduate student and am just starting to build my volunteer, work, and teaching experience. I have some care-giver (“babysitting”) experience and a few extracurricular experiences but again I am just starting out. How can I stand out on my resume?

Each resume demonstrates an individual’s unique strengths and experiences and there is not one formula or format that fits all. However, think about other categories that you can add to your resume that support you as a candidate in different ways such as a “Related Coursework” section that can identify key courses that can

contribute to your knowledge of subject. “Professional Interests” can be another section which can identify other experiences you can contribute to a school such as past sport involvement, playing an instrument, theater/visual arts, or clubs you want to support. These among other categories can be a good start until you accrue more teaching and observation experience.

5. I am a Career Changer and have a seasoned work history in my field. What should I edit and how long should my resume be?

As you transition to a new field, most employers prefer a candidate to keep resumes to one page which should represent 1-3 years in your new transitioned field. What you choose to edit is an individual choice. Consider transferrable experiences all non-related positions and isolate to the last two recent positions to keep your resume current and down to one page. Remember you are transitioning your resume to a teaching resume and you can always retain a traditional resume to reflect more of your work history and experience. There might be ways to collapse or edit experiences if you have had a similar role in multiple organizations. Please reach out to the Career Center to have your resume critiqued and to explore ways to transition your resume further.

6. I had a few strong teaching experiences but they were in high school – is this too far back to include on my resume?

Traditionally, the reader would like to see many more current experiences as it relates to teaching. The further you go with your academic and professional career, it is more appropriate to reflect on experiences during your college and graduate education experiences as it applies to you. If you have started a position or experience during the last year or two of high school and continue that experience into your college years then that would be appropriate to list as “teaching related” or “volunteer experience.” Again, consult the Career Center with specific questions as experiences vary but a good rule of thumb is to focus on listing current experiences you have had as you work on your advanced education degree.

7. How do I know if I am eligible for Middle School Endorsements?

Endorsements are teaching areas added to your certificate. Endorsement evaluations before student teaching are to be requested through your academic advisor with the “evaluation request form” which is online through the College of Education website. DePaul will evaluate only those areas for which they offer a program. Additional areas can be reviewed directly through ISBE after you obtained your certificate. DePaul Graduates must take SCU 339 or SCG 439 to be initially eligible for a middle school endorsement. In addition, you must have 18 semester hours (27 quarter hours) in a teachable subject area. Please connect with your academic advisor to review your transcripts and determine if you are eligible for middle school endorsements or other endorsements. There is also a “Get the Facts: Endorsements” sheet on the College of Education website.

8. How closely should I have my teaching resume resemble the sample teaching resumes?

As with any sample resumes, they should be used as a starting point to initiate how you to think about style, content, and editing but not to mimic or directly copy the same text. Remember resume writing is an art and not a science! Keep in mind your own unique style and of course being mindful of plagiarism. Try to avoid using software templates as they are hard to customize. Make sure you are thoughtful to expand on your

unique experiences, cite specific names of programs, names of books, games, methods that further demonstration your role, and results or objectives you achieved.

9. What resources are available to have my resume critiqued at DePaul?

The career center has many resources to review your resume draft and help you develop your resume further.

Walk-In Hours

The Peer Advisors are available M-Fri for walk-in appointments at the Loop (Suite 9500) and Lincoln Park Career (SAC 192) for 15-30 minute slots depending on resources and volume. You can also reach out to Peer Advisors at: peercareeradvisor@depaul.edu

Individual Career Advising

There is also a full time career advisor, Gina Anselmo who specializes in working with students from the College of Education who can review resumes as well as explore other career development issues or areas ranging from interviewing, portfolio preparation, job searching, study abroad, and other extended topics. Appointments can be made during business hours Monday through Friday 9am to 5pm and can be requested as a direct appointment or phone appointment.

- **Please contact the Career Center directly at 773.325.7431 to schedule an individual appointment with Gina Anselmo, Assistant Director/Career Advisor as the Career Center Front desk is able to schedule all advising appointments.**

E-Mail Correspondence

You may also e-mail Gina with your resume draft at ganselmo@depaul.edu to be critiqued and please allow 2-4 business days for a response and suggestions for your draft. Please be mindful of your student teacher application deadline approaches and be proactive in sharing your draft or when scheduling an appointment. As the deadline draws near, the volume of requests become high and it is important to work ahead to have your resume reviewed in a timely manner in order for you to edit and submit your packet. Last minute requests can be challenging to honor and please try to plan ahead so that you can present your strongest draft possible!

Getting Started – Your Strengths

One of the first steps to consider before beginning any construction of a resume is to reflect on your strengths as an educator. In the space below, think about three strengths that you possess as an educator.

1. Strength #1: _____

Share an experience that demonstrates this strength: _____

Practice writing three accomplishment statements that would support this strength on your resume:

2. Strength #2: _____

Share an experience that demonstrates this strength: _____

Practice writing three accomplishment statements that would support this strength on your resume:

3. Strength #3: _____

Share an experience that demonstrates this strength: _____

Practice writing three accomplishment statements that would support this strength on your resume:

Self-Assessment Summary

In order to identify the most appropriate categories for your resume, it is important to take a closer look at your interests, skills, and values. Figure out how those skills can complement a position and identify what professional environment is the best fit for you.

Components to Explore

- **Values:** The beliefs, attitudes, and judgments that are most important to us. Work values are the principles or ideals that guide your decisions in a professional context.
- **Interests:** The sense of concern or curiosity of someone or something. Interests are often what occupy our time and thoughts.
- **Skills:** The ability to apply knowledge learned to complete tasks and solve problems. Skills often come from training, practice, and exposure to different experiences and situations. Transferable skills are the skills you have gathered from volunteer work, hobbies, or other experiences.

Snapshot of Each

Review the quick reference list and circle items that apply to you and cross out items that do not. Use this list as a starting point to identify your own values, interests, and skills.

Interests

| | | |
|--------------------------|-------------------------|---------------------------|
| Helping Others | Benefiting Society | Research |
| Being Artistic | Effecting Social Change | Entertaining Others |
| Teaching | Inventing or Creating | Writing Reports |
| Analyze issues | Monitoring Processes | Reading |
| Creative Writing | Using Your Imagination | Coordinating Activities |
| Participating in Sports | Designing | Learning new things |
| Hands-on problem solving | Organizing data | Communicating with others |

Values (Note: Please check off all that apply to you)

| | |
|---|---|
| <input type="checkbox"/> Help Society | Do something that contributes to the greater good |
| <input type="checkbox"/> Balance | Have a job that allows time for work, family, and leisure |
| <input type="checkbox"/> Challenge | Ability to engage in difficulty questions, tasks, problem-solving |
| <input type="checkbox"/> Competence | Demonstrate high degree of expertise and knowledge of job |
| <input type="checkbox"/> Excitement | Experience a high degree of stimulation on the job |
| <input type="checkbox"/> Fast pace/pressure | Work in environment where work is done quickly with little room for error |

| | |
|------------------------|---|
| ___ Flexibility | Work according to own time schedule |
| ___ Influence people | Be in a position to influence attitudes or opinions of others |
| ___ Knowledge/research | Pursuit of knowledge or develop new information |
| ___ Leadership | Supervise or manage work done by others |

Skills

| <u>Mental/Creative Skills</u> | <u>Creative Expression Skills</u> | <u>Communication Skills</u> |
|-------------------------------|-----------------------------------|-----------------------------|
| Use of memory | Perform | Speak Before Groups |
| Use of Intuition | Design | Write |
| Conceptualize | Display | Interview |
| Improvise | Produce Events | Promote |
| Demonstrate foresight | Craft Making | Explain |

| <u>Physical Skills</u> | <u>Analytical Skills</u> | <u>Humanitarian Skills</u> |
|------------------------|--------------------------|----------------------------|
| Repair/Restore | Observe | Advocacy |
| Build/Construct | Categorize | Coach |
| Work Outdoors | Monitor | Train |
| Operate Equipment | Evaluate | Counsel |
| Hand Dexterity | Problem Solving | Take Care of Others |

Leadership/Management Skills

| | | |
|------------------|-----------------|-----------------|
| Determine Policy | Decision Making | Decision Making |
| Supervise | Organize | Coordinate |
| Mediate | Negotiate | |

In the space below, list your top five skills, values, and interests:

Skills

Values

Interests

How Can Your Skills, Values, and Interests translate into your resume? Begin to record how each of these areas can be reflected in your resume below:

| Skills | Values | Interests |
|--------|--------|-----------|
| | | |
| | | |
| | | |
| | | |

The Laundry List

As you begin to think about your direct and transferable skills and experiences that you can offer a teacher, it is important to identify all tasks and accomplishments you have done and then isolate the strongest, richest, most transferrable ones to your field of interest in teaching in the most clear and descriptive way.

Exercise #1 – Any Teaching Related Experiences?

Directions: Have you had any experiences such as tutoring, camp counselor, mentoring, etc. that can support your transition to teaching?

Select one of those experiences and list all of the activities that you have done below. Don't worry about being perfect; just get the list down on paper! Remember to think about specifics such as strategies, resources used, specific programs, collaborations, projects, anything that is unique and supports your strengths.

Exercise #2 – “Flip the List” - Writing Achievement Based Statements

Directions: Now that you have a list of activities and experiences for your position, it is time to flip the strongest experiences to achievement based statements. These statements begin with an action verb, tell the reader of your role (example: Tutored), how you did it (example: using reflective worksheets and contemporary references) and a result (example: to strengthen critical thinking and writing skills). In the space below, try to flip your experiences into action statements.

Practice Makes Perfect

Directions: What you see below is a working draft of a student just starting the Teacher Education, Teaching and Learning Program in the College of Education. Review this draft resume and identify how this student can transition her experience to a teaching resume. Think about categories that are important to include and can help the reader identify her strengths and what she can offer as a teacher.

Clarissa M. Jones

2894 N. Seminary Ave.

Chicago, IL 60614

(773) 440-2249

cutieclarissa123@msn.com

Education **DePaul University**, Chicago, IL

Bachelor of Arts in Secondary Education, Emphasis in English, Graduation Date of June 2014

Minor in Spanish

Studied Abroad in Sheffield, England

Relevant Literary Research and Writing Advanced Commercial Spanish

Courses Creative Writing Advanced Spanish Composition and
Algebra Communication

Relevant **DePaul University Library**, Chicago, IL, 2010 - 10/2011

Experience Archivist

- Archive numerous projects pertaining to university administration and Chicago history in the library's Special Collections Department
- Responsible for restoring vintage books
- Developed skills in organization, research, and professional interaction with patrons

Ray Prenderghast and Family, Chicago, IL, 3/209- 2010

Tutor

- Responsible for individualized tutoring for special education high school student
- Taught writing skills and reading retention for U.S. history and literature
- Exemplified organization and planning for time management

Arrowhead Golf Course, Warrenville, Illinois, Summers 2006 – 2010

Receptionist

- Arranged and coordinated individual and group golf outings
- Effectively organized, scheduled, and interacted with customers as receptionist and cashier

Additional Proficient in Spanish language

Skills Proficient in MS Word, PowerPoint, and Excel

Certified Integral Yoga instructor