



# Resume Development for Teachers

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## Step One: Information Gathering

Assemble a variety of information most likely to interest a prospective employer.

- Personal data
- Employment objectives
- Educational background and teaching certification
- Skills and experience, (both paid and unpaid)
- Activities, honors, awards, and memberships

## Step Two: Composing and Editing

- Select the most appropriate format (chronological, functional, combination)
- Select the most relevant activities, work and teaching experiences to support your objective; eliminate information that is not significant or relevant
- Draft each major component
- Edit and refine language
- Consult with others (e.g., career counselor, teacher, professor)

## Step Three: Production

- Use easy-to-read font styles and sizes (Arial, Calibri, Times New Roman, 10-12 pt.)
- Print on white or other neutral resume paper to distribute at interviews or job fairs.
- E-mail resumes directly to potential employers or submit online, depending on the requirements of the company.
  - When submitting online, upload Microsoft Word document
  - Create a PDF of your resume when sending via email

Label your attachments with your name. Receiving dozens of attachments marked simply “Résumé” can be confusing to a prospective employer. EXAMPLE: “Hanson Résumé, Accountant Position”

# Major Résumé Components

## ***Personal Data***

The resume begins with your name, address, telephone number and email address. It is optional to include a link to your public LinkedIn profile or online portfolio.

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1000 Cleveland Avenue  
St. Paul, Minnesota 55105  
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tommieteacher@stthomas.edu

## ***Objective/Summary/Highlights of Qualifications***

State your objective, and/or summarize your qualifications, experiences, and skills you can offer. When applying for a specific position, state the title and name of the school/organization (see example on last page).

## ***Certification***

Describe what you are licensed to teach and in which states. Examples:

- “Licensed in Minnesota to teach secondary French.”
- “Minnesota licensure K-6”

## ***Education***

Your education should be presented in reverse chronological order, starting with the institution you are presently attending:

University of St. Thomas, St. Paul, Minnesota  
Bachelor of Arts  
Major: Secondary Education, Social Studies Concentration      Graduation: May, 2014

Or: M.A., Curriculum and Instruction, University of St. Thomas, expected May, 2014  
B.A., Sociology, University of Minnesota, Mankato, 2011.

## ***Teaching-Related Experience***

List your work experience in reverse chronological order, including job title, name of school or other employer, location, and dates of employment.

Advanced Clinical Experience      January, 2014  
Hale School, Minneapolis, Minnesota

Initial Clinical Experience      November, 2013  
Clara Barton Open School, Minneapolis, Minnesota

Add two or more short descriptive statements as bullet points beneath each listing to describe your experience, skills, responsibilities, honors, and the activities in which you participated. Some examples of action verb/skill statements include:

- Organized curriculum materials
- Provided individual instruction in a classroom of 25 students
- Taught two sections of English composition

### ***Other Work Experience***

List employment not related to teaching in reverse chronological order. Provide minimal descriptive information, or none at all, unless you have extra space available.

Groundskeeper	Minnesota Zoological Gardens	Summer, 2011
Retail Clerk	Pet Food Warehouse, Mankato	January - May, 2011

### ***Other Optional Sections***

- Extracurricular Activities and Honors
- Community and Volunteer Involvement
- Professional Associations

### **Writing Skill Statements**

Include short descriptive statements describing responsibilities, accomplishments, and activities. Begin with an action verb, and where possible, include descriptive or quantitative words to express your effectiveness in the activity.

### ***Accomplishment Statements Exercise***

1) Describe a PROBLEM (or opportunity) you faced in your job/teaching experience.

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2) Describe the ACTION you took to solve the problem (include analysis, resources used, etc.).

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3) Describe the RESULTS you obtained in terms of benefits to the employer (quantify if possible).

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4) Extract the essential ingredients and re-write accomplishment as a single sentence starting with the action verb (see next page for sample verbs).

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### ***Other Examples of Verb/Skill Statements & Phrases:***

Can you make these statements shine by the use of descriptive or quantitative words?

- ...Scheduled use of facilities and equipment.
- ...Wrote behavioral objectives.
- ...Directed large group rehearsal and lecture sessions. ...Guided individualized learning programs.
- ...Evaluated and made recommendations on student projects. ...Foresaw problems and worked to avoid or alleviate them. ...Met goals and deadlines.

# Action Verbs

Adapted, enlarged list inspired by Employment Development Department of Palo Alto, CA.

## Management Skills

Administered  
Analyzed  
Attained  
Chaired  
Contracted  
Consolidated  
Coordinated  
Delegated  
Developed  
Directed  
Evaluated  
Executed  
Improved  
Increased  
Organized  
Oversaw  
Planned  
Prioritized  
Produced  
Recommended  
Reviewed  
Scheduled  
Strengthened  
Supervised

## Communication Skills

Addressed  
Arbitrated  
Arranged  
Authored  
Corresponded  
Developed  
Directed  
Drafted  
Edited  
Enlisted  
Formulated  
Influenced  
Interpreted  
Lectured  
Mediated  
Moderated  
Negotiated  
Persuaded  
Promoted  
Publicized  
Reconciled

Recruited Spoke  
Translated  
Wrote

## Research Skills

Clarified  
Collected  
Critiqued  
Diagnosed  
Evaluated  
Examined  
Extracted  
Identified  
Inspected  
Interpreted  
Interviewed  
Investigated  
Organized  
Reviewed  
Summarized  
Surveyed  
Systematized

## Technical Skills

Assembled  
Built  
Calculated  
Computed  
Designed  
Devised  
Engineered  
Fabricated  
Maintained  
Operated  
Overhauled  
Programmed  
Remodeled  
Repaired  
Solved  
Trained  
Upgraded

## Teaching Skills

Adapted  
Advised  
Clarified  
Coached  
Communicated

Coordinated  
Developed  
Enabled  
Encouraged  
Evaluated  
Explained  
Facilitated  
Guided  
Informed  
Initiated  
Instructed  
Persuaded  
Set goals  
Simulated

## Financial Skills

Administered  
Allocated  
Analyzed  
Appraised  
Audited  
Balanced  
Budgeted  
Calculated  
Computed  
Developed  
Forecast  
Managed  
Marketed  
Planned  
Projected  
Researched

## Creative Skills

Acted  
Conceptualized  
Created  
Designed  
Developed  
Directed  
Established  
Fashioned  
Founded  
Illustrated  
Instituted  
Integrated  
Introduced  
Invented

Originated  
Performed  
Planned  
Revitalized  
Shaped

## Helping Skills

Assessed  
Assisted  
Clarified  
Coached  
Counseled  
Demonstrated  
Diagnosed  
Educated  
Expedited  
Facilitated  
Familiarized  
Guided  
Referred  
Rehabilitated  
Represented

## Clerical or Detail Skills

Approved  
Arranged  
Catalogued  
Classified  
Collected  
Compiled  
Dispatched  
Executed  
Generated  
Implemented  
Inspected  
Monitored  
Operated  
Organized  
Prepared  
Processed  
Purchased  
Recorded  
Retrieved  
Screened  
Specified  
Systematized  
Tabulated  
Validated

## Buzzwords & Phrases

**Action verb:** The part of speech which expresses action.

**Optional idea:** Skills or experiences that you gained or enhanced.

### Action Verbs

Accepted  
Achieved  
Adapted  
Applied  
Assessed  
Assigned  
Committed  
Communicated  
Coordinated  
Counseled  
Demonstrated  
Developed  
Diversified  
Encouraged  
Engaged  
Evaluated  
Excelled  
Facilitated  
Identified  
Improved  
Increased  
Involved  
Judged  
Managed  
Organized  
Planned  
Prepared  
Promoted  
Questioned  
Recommended  
Varied

### Optional Idea

Adhering to objectives set by state  
Audiovisual learning techniques  
Classroom management (specific)  
Compassion for students  
Computer skills/technology  
Conferences, open houses, meetings  
Confidence in the classroom  
Cooperative learning methods  
Creative abilities/experience  
Critical thinking skills  
Diverse population (global perspective)  
Education team (team teaching)  
Effectiveness of teaching methods  
Enthusiasm/energy in the classroom  
Fairness in the classroom  
Future plans related to teaching  
Hands on learning activities  
High-expectations (teacher, student, parent)  
Improving academic potential (how)  
Inclusion classroom (setting)  
Individual differences between students  
Initiative (examples)  
Innovative ideas  
Involving Parents (classroom projects)  
Languages  
Learning at home/ tutoring opportunities  
Learning centers/activities  
Multi-cultural (settings/global perspective)  
Passion for teaching (give examples)  
Personal growth (describe)  
Real world experience (paid or volunteer)  
Self-Assessment tools

### ***Social responsibility examples:***

- Special needs populations
- Student's abilities/class levels taught Teaching methods (descriptions)
- Teaching styles
- Team player examples
- Team-teaching experience Time-management strategies Understanding concepts
- Unit plans (subjects and titles)
- Variety of learning experiences

# **Résumé Format**

## ***Chronological***

Lists experience (work, education) in reverse order, most recent first

- Highlights accomplishments within each job
- Most applicable for new graduates

## ***Functional***

Includes sections to separately highlight skills/accomplishments in three or four different functional or technical areas; skills are grouped together across experiences.

Plays down work history and demonstrates transferability of skill set. Particularly applicable if changing industries or liberal arts graduate trying to "bridge the gap" between generalized education and specific job requirements.

## ***Combination***

- Blend of chronological and functional resumes
- Highlights accomplishments/skill sets most relevant for position
- Especially useful for a long employment history

## **Style Tips**

- Keep length to 1-2 pages. One page for undergrads and up to two pages for Master's level.
- Do not crowd the margins, write long paragraphs, use type smaller than 10 point, or use multiple fonts
- Highlight with bold or italics to separate information
- Do not use pronouns or conjunctions or technical jargon
- Check for spelling, grammar, format, consistency in highlighting
- Have others proofread
- Print on white or other neutral shade paper to distribute during interviews and job fairs.

# **Tommie Teacher**

435 Popular Court, St. Paul, MN 55105  
(651) 555-4321, tommieteacher@stthomas.edu

## **Education**

**University of St. Thomas**, St. Paul, MN Anticipated Graduation: May 2015  
Bachelor of Arts in Elementary Education; Specialty: English GPA: 3.5/4.0  
**Honors:** Dean's List (Five Semesters)  
**Study Abroad:** London, England – Spring Semester 2013  
**State of Minnesota Teaching Licensure** – English Anticipated June 2015

## **Related Experience**

**Field Experience III** – Crestview Elementary School – Cottage Grove, MN Sept. 2014-Present

- Observed and taught individual lessons to 17 students in a second grade classroom
- Responsible for creation of weekly lesson plans, observing varied learning styles and teaching techniques to be inclusive of all students
- Performed comprehension checks and made alterations to lesson plans as necessary to accommodate students' needs

**Field Experience II** – St. Paul Elementary School – St. Paul, MN Jan. 2014-May 2014

- Worked with four different groups of Elementary-school aged children, class sizes ranging from 10-15 and ages ranging from 3<sup>rd</sup> to 5<sup>th</sup> grade
- Developed a variety of reading and writing assignments used as an introduction to class
- Created a reading comprehension assignment with a variety of reflective questions that students were expected to solve in small groups

**Field Experience I** – Somerset Elementary School – Mendota Heights, MN Sept. 2013-Dec. 2014

- Worked with approximately 24 students in a second grade classroom
- Individually tutored students in reading comprehension and read to the entire class
- Assisted teacher with reading and writing lessons

**Catechism Teacher** – St. Paul's Catholic Church – Minneapolis, MN Summers 2009-2014

- Prepare weekly lessons for a group of elementary school aged children enrolled in Catechism and Sunday School classes
- Establish and continue communication with parents and caregivers of students enrolled in courses
- Prepare students for end-of-summer family program/performance

## **Work Experience**

**Part-Time Cashier** – Target – St. Louis Park, MN Dec. 2008-Present

- Answer customers' questions, and provide information on procedures or policies
- Count money in cash drawers at the beginning of shifts to ensure that amounts are correct and that there is adequate change

## **Volunteer Experience**

**Volunteer Tutor** – St. Paul Elementary After School Program – St. Paul, MN Jan. 2014-Present

**Dog Walker** – Animal Humane Society – Golden Valley, MN April 2011-Present



## References

References should be presented on a separate page from the résumé and should include professional references that can speak to your skills and qualifications. People you may consider asking are your Professor/Faculty member, Advisor, Coach, Work Supervisor, Pastor. For each reference include the person's name, title, place of employment, mailing address, email, and phone number. For more information about references, please see the "References Tip Sheet" on the Career Development Center website at: [www.stthomas.edu/careerdevelopment/tips](http://www.stthomas.edu/careerdevelopment/tips).

## Cover Letters

Cover letters are the companion piece to the résumé. For more information about cover letters, please see the "Guidelines for Cover Letters" handout, available in our Career Resource Center or at: <http://www.stthomas.edu/careerdevelopment/files/pdf/guidebooks/Cover-Letters.pdf>

## Résumé Critiques

Once you have created your résumé draft, contact the Career Development Center to schedule an appointment, or "pop-in" during our daily pop-in hours to have a Career Specialist review your résumé.

## Education Job Sites

MASA ([www.jobitemnasa.org](http://www.jobitemnasa.org))  
Minnesota Association of Charter Schools  
Ed Post ([www1.stcloudstate.edu/joblistings/edpost](http://www1.stcloudstate.edu/joblistings/edpost))  
Archdiocese of St. Paul & Minneapolis  
Teachers-Teachers.com  
TopSchoolJobs.org

Career Development Center  
Murray-Herrick Campus Center, Room 123

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