

CAREER ADVISING HANDBOOK FOR EDUCATION STUDENTS

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Career Resource Center
Division of Student Affairs
State University of New York at New Paltz
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Overview of Services

The **Career Resource Center (CRC)**, in partnership with the **School of Education**, offers unique services, programs and resources for education students. In addition to the services offered by your department, the CRC offers a host of additional services to assist you with your career development. Whether you are seeking a student teaching placement or full-time teaching position after graduation, we can help. We also have web based services available 24/7: www.newpaltz.edu/careers or careers@newpaltz.edu.

Services include:

- ❖ **Workshops and Seminars**
- ❖ **One-on-one career counseling appointments**
- ❖ **Practice interviews**
- ❖ **Presentations to classes and/or student organizations**
- ❖ **Teacher Recruitment Day** - an event held on campus each spring providing an opportunity to make initial contact with many school districts. Teacher Recruitment Day, involves pre-screened, pre-scheduled interviews. Please see our website: www.newpaltz.edu/careers for additional information.

Job Search Strategies for Teachers

Be Flexible

Try to be as versatile as possible. The more areas you are qualified to teach, the more marketable you are.

Be Mobile

Take advantage of the opportunity to see another section of the country.

Be Open

Try not to restrict yourself to particular grade levels, school size, or teaching responsibilities.

Start Now

Get ready for your job search as early as possible. Don't wait until May to begin your search.

Begin Your Credentials File at Interfolio.com

Gather your letters of reference early on in this process. The Career Resource Center has partnered with Interfolio.com, the premier web-based credentials file management service, to provide you with an online, 24/7, credentials service. For more information including current rates and terms of service and to set-up your account, please visit Interfolio.com at interfolio.com/sunynp.cfm.

Start Your Resume

Don't sell yourself short. Develop a targeted resume that focuses on teaching experience and skills. Consider including all student teaching placements, substitute teaching assignments, part-time, volunteer or summer experiences. Often, these experiences relate directly to qualities needed in a good teacher.

Utilize Various Resources and Strategies

Be sure to utilize as many different resources as possible. The more opportunities you explore, the more employment options you may eventually have.

Check out the "Grapevine"

Otherwise known as networking. Many positions never get listed or advertised, so let people know that you are looking.

Develop your own Network List

Include faculty, colleagues, peers, current employers, teaching supervisors, other teachers, family, friends, neighbors, college administrators and staff, and *anyone* who might be able to provide you with contact information.

Persevere

Don't wait to be contacted. Periodically re-contact the school systems to which you have made an application.

Don't Panic

You need not panic if you don't have a teaching position by June. More and more teaching jobs are being filled in July and August. Sometimes they are also filled mid-year (or other times of the year for that matter) for a variety of reasons.

The Resume

A resume is a targeted and concise summary of your work-related skills, accomplishments, and qualifications. It is designed to interest the reader enough to motivate them to interview you. Since school administrators receive hundreds of resumes, many receive little more than 30 seconds of attention. Therefore, it is imperative that you communicate your message in a clear, concise, and easily understandable way. Your resume should be tailored to present your skills, accomplishments and results in a way that directly relates to you and what you have done in the teaching arena that relates to the position you are pursuing.

There is no single format or rigid rules for writing a resume, however, knowing general guidelines will help you to prepare a well-written and professional document. All resumes should contain certain vital information including:

Objective or Summary Statement

You should begin your resume with an Objective or a Summary Statement in order to demonstrate to administrators that you are focused. Objective statements must be as specific as possible.

Effective summary statements give an administrator a quick "snapshot" of you. It must be clear and succinct and should identify your particular occupational goal and your level of attainment. It should also indicate the functions you can perform, the settings in which you have performed them, any related education, and exceptional current expertise.

Education

Your education and any specialized training should be listed in brief. The most recent or most important educational experience is generally listed first with other degrees following. It is not necessary to include institutions from which you did not receive a degree or certificate, unless the coursework is related to your career objective. The degree earned, major, minor, name of educational institution and date you received degree should be included. If your degree was obtained more than seven years ago, omit the date and just list the degree and the institution. Additional information such as GPA, honors, awards and certifications, study abroad programs, and training relevant to the job you are seeking may be included in this category if not listed elsewhere.

Certification

It is important that you include your certification as a separate heading on your resume. A list of New York State certifications can be found on page 27.

Additional Information

If there is other highly pertinent information future school districts should know about you, it should follow your education. Since administrators often seek candidates whose backgrounds are "well-rounded," it is advisable to include information that demonstrates your interpersonal and communication skills, as well as your ability to be part of a team. Additional categories may include:

- Teaching Related Experience
- Awards, Honors
- Skills/Activities
- Computer Skills
- Certifications
- Language Proficiencies
- Professional Society/Association Memberships
- Publications, Presentations
- Volunteer Work
- Leadership Positions
- Educational Highlights, Special Projects, Coursework

Action Words

It is important to use strong action words in describing your current or past job responsibilities. Refrain from using the phrase, “responsibilities included” and instead start your sentence with the action word that follows. For example, rewrite, “Responsibilities included teaching small group of diverse learners...” to “Taught small group of diverse learners...” If you are describing your current responsibilities write in the present tense; if you are no longer in the position, use the past tense. Some action words to get you started may be found on page 6.

References

References or statements such as "References on request" are not included on the resume (it is presumed by employers that you have references.) Instead, prepare a REFERENCE LIST that includes the names, addresses, e-mail addresses, and phone numbers of your references. This list should have the same paper, font and header as your resume. A sample reference list can be found on page 13.

Resume Format

There are many different types of resume formats used in today's marketplace, each offering advantages and disadvantages but the type most preferred by school districts is **The Chronological Resume**. In this format you list work experience in reverse chronological order, with an emphasis on teaching related experience/ responsibilities, skills and accomplishments.

Presentation

Typically, resumes are quickly scanned before they are thoroughly read. Therefore, you must design your resume in an easy-to-read manner that is visually pleasing to the potential school district. Use plenty of white space between lines and make margins at least one-half inch wide. In order to emphasize particular items you may indent, use bullets (•), underline, CAPITALIZE, or **boldface type**.

Your resume should be one 8 1/2" x 11" page unless you have enough professional experience to warrant a second page. If using more than one page be sure your name and "page 2" appear at the top of the second page. Resumes should never be longer than two pages.

Remember to...

- Print your resume on white or cream resume paper.
- Use conventional English – while a “big” word may sound fancy, it may not communicate what you actually mean.
- Ensure that your resume and cover letter are error free – proofreading is a must.
- Allow the most space on your resume for your most significant experience relevant to the position to which you are applying.
- Tailor your resume for the specific positions for which you are applying.
- Keep a permanent file of your accomplishments, activities, etc. These may be used on your resume at some future date.
- Give a copy of your resume to each of your references.

Remember NOT to...

- List hobbies or personal information unless they are directly related to the position.
- List references available upon request; it is assumed that you will be able to provide these documents.
- Use professional jargon unless you are certain your resume will be read by someone who understands the buzzwords.
- Lie on your resume or give reasons for past terminations or leaving a position.
- Use resume templates found in word processing programs. These templates will not let you stand out and also make changing your resume layout very difficult in the future.

Action Words for Teaching Resumes

achieve...	enhance...	persuade...
acted as...	establish...	plan...
active in...	estimate...	predict...
adapt...	evaluate...	prepare...
administer...	examine...	prescribe...
advise...	expand...	present...
allocate...	explain...	prevent...
analyze...	express...	produce...
anticipate...	facilitate...	promote...
approve...	follow up...	propose...
arrange...	formulate...	prove...
assess...	gain...	provide...
assign...	generate...	publicize...
assist...	grade...	publish...
attend...	guide...	question...
balance...	handle...	realize...
budget...	identify...	receive...
calculate...	illustrate...	recognize...
chaperone...	implement...	recommend...
clarify...	improve...	redesign...
coach...	improvise...	refer...
communicate...	incorporate...	reinforce...
compare...	increase...	relate...
complete...	influence...	reorganize...
conduct...	inform...	report...
construct...	initiate...	represent...
consult...	inspect...	research...
control...	inspire...	resolve...
cooperate...	instruct...	review...
coordinate...	integrate...	revise...
counsel...	interact...	schedule...
create...	interpret...	screen...
culminate in...	interview...	select...
decide...	introduce...	serve...
define...	investigate...	simplify...
delegate...	involve...	solve...
demonstrate...	judge...	speak...
design...	lead...	standardize...
determine...	lecture...	stimulate...
develop...	locate...	strengthen...
devise...	maintain...	structure...
diagnose...	manage...	substitute...
direct...	mediate...	summarize...
discipline...	modify...	supervise...
discover...	monitor...	support...
display...	motivate...	teach...
distribute...	negotiate...	test...
document...	observe...	train...
draft...	obtain...	transform...
earn...	operate...	translate...
edit...	order...	treat...
eliminate...	organize...	tutor...
employ...	originate...	utilize...
enact...	oversee...	verify...
encourage...	participate...	win...
enforce...	perceive...	write...
	perform...	

Sample Resume Formats

Name

Street Address, City, State Zip Code ♦ Telephone Number ♦ Email Address

Objective

Be as specific as possible, including the position you are applying for and the name of the district.

Education

State University of New York at New Paltz
Bachelor of Science, anticipated May 20xx
Major: Childhood Education (1-6), Concentration: Mathematics
GPA: 3.75, Dean's list every semester

Certification(s)

New York State Initial Certification in (add educational area), pending.

Teaching Experience

Student Teacher, Lenape Elementary School, New Paltz, NY (Semester, Year)

- Created and implemented lesson plans for class of 26 students
- Compassionately utilized behavior management skills to facilitate a warm and caring learning environment

Other Professional Experience

Title, Company Name, City, State (dates employed)

- Describe your activities or duties using action words
- Focus on your most significant responsibilities/achievements

Additional sections you may want to include:

Related Activities

Honors & Awards

Professional Memberships/Associations

Publications/Presentations/Significant Projects

Foreign Languages

Computer Skills

College/Leadership Activities

Childhood Education Sample Resume

Veruca Salt

123 Main Street | New Paltz, NY 12561 | (845) 123-4567 | saltv@hawkmail.newpaltz.edu

OBJECTIVE To be employed full-time in an elementary teaching position with New Paltz Central School District.

EDUCATION

State University of New York at New Paltz
Bachelor of Science, Month, Year
Major: Childhood Education (1-6)/English
GPA 3.51

Ulster County Community College, Stone Ridge, New York
Associate of Arts, With Honors Month, Year
Major: Business Technology
GPA 3.58

CERTIFICATION

New York State Initial Certification in _____.

TEACHING EXPERIENCE

Teacher – leave replacement Month, Year – present
Lenape Elementary School, New Paltz, NY

- Develop multisensory lesson plans, thematic units, groups activities and individual projects
- Consistently use behavior management strategies to create an emotionally healthy environment
- Faculty advisor for 5th and 6th grade leadership society

Summer School Teacher Semester, Year
Monticello Central School District, Monticello, NY

- Taught remedial reading to 2nd and 3rd grade at-risk students
- Improved students' reading skills by implementing a variety of teaching strategies

Student Teacher Semester, Year
Millbrook and Poughkeepsie City School Districts, NY

- Worked closely with cooperating teacher to integrate technology into the elementary school classroom
- Planned and taught daily lesson plans for fourth graders incorporating hands-on activities and cooperative learning.

PROFESSIONAL EXPERIENCE

Site Director Month, Year – Month, Year
YMCA School Co-Op, Kingston, NY

- Directed activities which included individual tutoring, organized arts and crafts, group socialization activities, and lesson plans based on monthly themes
- Actively supervised three teaching assistants which included the completion of monthly work evaluations and weekly scheduling

COMPUTER SKILLS

Microsoft Windows and Macintosh OS/X, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Adobe Photoshop, Wikis, SMARTBoard, School Center, Moodle

Visual Arts Education Sample Resume

DANIEL DALI

P.O. Box 855
New Paltz, NY 12561
(845) 255-1111

dali.daniel55@hawkmail.newpaltz.edu

OBJECTIVE	To obtain a teaching position in Visual Arts Education, Kindergarten through Grade 12.
EDUCATION	State University of New York at New Paltz Bachelor of Science in Visual Arts Education Month, Year Concentration: Painting 3.64 GPA, Graduated with Honors
CERTIFICATION	New York State Initial Certification in Visual Arts Education (K-12), pending.
TEACHING EXPERIENCE	Student Teacher Month, Year – present Newburgh Free Academy, Newburgh, New York <ul style="list-style-type: none">• Design and implement lessons for over 600 students in grades 9-12• Visually translate lessons to a 72% bilingual school to overcome a language barrier• Emphasize student use of various materials and resources in artistic expression• Collaborate with ninth grade History teachers on an interdisciplinary lesson Intern Month, Year – Month, Year W.W. Smith Humanities Magnet School, Poughkeepsie, New York <ul style="list-style-type: none">• Designed and implemented lesson plans for students in grades 3-5• Employed interdisciplinary education in the development of art lessons• Taught lessons using art history to inspire student work
ART SKILLS	Bookbinding, graphic design, metals, ceramics, sculpture, photography, custom framing Painting: oils, watercolors, acrylic Printmaking: collograph, dry point, monoprint, linocut, etching
EXHIBITIONS, AWARDS AND HONORS	First Annual Student Teaching Exhibition, Month, Year Artwork in juried Art Education Show, Month, Year Art Education Student Show, Month, Year Second Place at Month, Year, Foundations Show Honors Program Student, Month, Year – Month, Year
LEADERSHIP DEVELOPMENT	<i>National Art Education Association Student Chapter</i> Chapter Member, Semester, Year to present Chaired the Art Education Show Committee, Semester, Year Chapter President, three terms Chapter Vice President, one term <i>Art History Association</i> Member, Semester, Year – Semester, Year Vice President, Semester Year – Semester, Year Secretary, Semester Year – Semester, Year
COMPUTER SKILLS	Proficiency in Macintosh OS and Microsoft Windows, Microsoft Office, Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Macromedia Flash

Communication Disorders Sample Resume

AMÉLIE POULAIN

P.O. Box 800
New Paltz, NY 12561
(845) 257-0001
a.poulain80@hawkmail.newpaltz.edu

- Objective** To obtain a full-time position in the field of Speech-Language Pathology.
- Education** State University of New York at New Paltz
Master of Science in Communication Disorders, Anticipated Month Year
Concentration in Speech-Language Pathology
3.97 GPA
- State University of New York at New Paltz
Bachelor of Science, Communication Disorders, Month Year
Concentration: Speech-Language Pathology
3.82 GPA
Study Abroad: Université de Franche Comté, Besançon, France Semester, Year
- Certification** New York State Initial Certification TSSLD, Month, Year
- Teaching Experience** **Student Teacher** Month, Year – Month, Year
Hyde Park Elementary School, Hyde Park, New York
- Prepared weekly lessons for 35 students in kindergarten through third grades
 - Addressed concerns such as articulation, visual and auditory memory skill enhancement, morphology, syntax, and pragmatic issues, and proper voice control and usage
 - Administered diagnostic tests and thoroughly collected clinical data to framework goals to meet the individual needs of students
- Clinical Experience** **Clinical Practicum** Month, Year – Month, Year
SUNY New Paltz Speech-Language and Hearing Center
- Administered speech and language assessment tools to identify and diagnose disorders for adults and children
 - Performed hearing screening procedures and oral peripheral examinations
 - Prepared client-specific lesson plans and activities for therapy sessions
 - Established long and short-term goals for therapy
- Professional Memberships** National Student Speech Language Hearing Association, Semester, Year -Present
New York State Speech Language Hearing Association, Semester, Year -Present
- Language** Fluent in French
- Computer Skills** Proficient in Microsoft Windows, Microsoft Word and PowerPoint

Adolescence Education Sample Resume

HECTOR HISTORY

P.O. Box 750
New Paltz, NY 12561
(845) 255-0000
Historyh75@newpaltz.edu

OBJECTIVE	To obtain a teaching position in Social Studies at the secondary level.
EDUCATION	State University of New York at New Paltz Master of Science in Education, Social Studies (7-12), Anticipated Month, Year 4.00 GPA State University of New York at New Paltz Bachelor of Science in Adolescence Education, Month, Year Major: Social Studies 3.92 GPA
CERTIFICATION	New York State Initial Certification in Adolescence Education, Social Studies (7-12)
TEACHING EXPERIENCE	Student Teacher Month, Year - Month, Year Newburgh Free Academy, Newburgh, New York <ul style="list-style-type: none">▪ Designed unit projects based on the understanding of Document Based Questions for 11th grade Regents, Honors, and Inclusion classes▪ Assisted students in C-Span documentary film contest▪ Taught elective course in Military History, World War I through World War II Student Teacher Month, Year - Month, Year Arlington Middle School, Poughkeepsie, New York <ul style="list-style-type: none">▪ Taught 7th grade Social Studies and Enrichment▪ Co-taught an inclusion class with a Special Education teacher▪ Wrote daily lesson plans, organized homework and test review sessions▪ Initiated and advised students on internet stock market game
PROFESSIONAL MEMBERSHIPS	Mid-Hudson Social Studies Council Year- Year Phi Alpha Theta, Honor Society in History Year- Year Kappa Delta Pi, Honor Society in Education Year- Year
OTHER EXPERIENCE	Resident Assistant Month, Year – Month, Year SUNY New Paltz Department of Residence Life <ul style="list-style-type: none">▪ Responsible for creating, planning, and implementing educational, social, spiritual, and recreational programs while promoting community▪ Design bulletin boards that raise awareness of resources offered on campus, as well as issues that are relevant to the college population▪ Directly supervise a diverse residential community of 35+ undergraduate students while acting as a role model, support system, and motivator to ensure a positive college experience
COMPUTER SKILLS	Proficient in Microsoft Windows, Microsoft Office, SMART Board

The Cover Letter

A cover letter introduces you - and your resume - to a prospective school district. In it, you state what type of position you are seeking, and explain how your particular mix of skills and experiences will meet the school district's needs. At the end of the letter, you may respectfully request an interview.

Cover letters are important whether you are inquiring about potential opportunities or responding to an advertisement. They give an administrator a context for your resume, clarify why you are specifically interested in their school district, and allow them a glimpse of your writing ability and style. Because you may be evaluated on form as well as content, aim for a letter that is cohesive, grammatically correct, and error free. The tone of your letter should be polite, yet assertive. Here are some guidelines to help you get started:

- Address the letter to a specific person (phone the school district office or check their website to find a name if necessary.)
- Spell names and titles correctly.
- Write letters in a standard business format.
- Be sure to include contact information (your name, address, email address, and phone number.)
- Incorporate what you have to offer with what you know about the school district's needs.
- Draw attention to items on your resume that are specifically relevant to the position you seek; also mention anything not on your resume that is relevant to the district.
- Vary sentence structure to create interest, and avoid beginning too many sentences with "I."
- Keep your letter to one page if possible.
- Proofread - then have somebody else proofread!
- Use the same resume paper and laser quality print as your resume.
- Personally sign each letter.

Opening paragraph: Get your reader's attention. Identify the position you are applying for or the type of work you are seeking; mention how you heard of the opening. Try to build a bond with the reader by mentioning a mutual contact or information about the reader and/or her school district.

Middle paragraph(s): Tell why you are particularly interested in teaching for the district. Highlight qualifications/skills that would interest the administrator, and indicate how they could specifically benefit the school district. Refer to your related experience, which can include student teaching experience, class projects, work, volunteering, and campus involvement.

Closing paragraph: Make a specific request for an interview. State if you plan to follow up with a phone call or if you want the administrator to contact you. Clarify where and when you may be reached. End with an expression of enthusiasm or thanks.

Sample Cover Letter

123 Main Street
New Paltz, NY 12561

Date

Mark Green, Ph.D.
Associate Superintendent Human Resources
Newburgh Enlarged City School District
124 Grand Street
Newburgh, NY 12550

Dear Dr. Green:

I am writing today to express my interest in the fourth grade teaching position that is currently available in the Newburgh Enlarged City School District. I recently found the opening posted on the Dutchess County BOCES website. As a recent graduate of SUNY New Paltz with an initial certification in Childhood Education, I am confident that the combination of my academic background and work experiences make me an excellent candidate for this position. I have attached my resume for your consideration.

The Newburgh Enlarged City School District has great appeal to me because of its commitment to promoting equity among its students and closing the achievement gaps in all areas, including gender, socio-economic levels, race, ethnicities, and learning capabilities. Through creating a community of respect, each student is able to reach his or her fullest potential, which will lead to a closing of the achievement gap among the students.

My teaching experiences have allowed me to work with students from a variety of backgrounds. In my student teaching at the Poughkeepsie City School District, I worked with a group of students who have very diverse learning styles and needs. The classroom I worked in was an integrated classroom, with one third of the students receiving special education services. The aim was that each student in the class could be given the opportunity to reach his or her full potential. Through my experience in this classroom, I gained the ability to modify lessons and provide accommodations for all students to further enhance their educational experience.

I am confident that, as a teacher in your school system, I can create a productive learning environment that is student-centered. I would appreciate the opportunity to speak with you in person about my qualifications. I may be reached by telephone at (845) 555-1122 or by e-mail at saltv@hawkmail.newpaltz.edu. Thank you in advance for your time and consideration. I look forward to hearing from you in the near future.

Sincerely,

Your Signature Here

Veruca Salt

Enclosure

References for Veruca Salt

Frank Johnson
Sales Manager
John Doe Company
One Industrial Plaza
Anytown, ST 00000
(000) 123-4567
fjohnson@johndoe.com

Janet Wilson
Sales Manager
John Smith Industries
111000 Elm Drive
Anytown, ST 00000
(000) 123-4567
jwilson@johnsmith.com

Betsy Johnson
District Manager
Acme Industries
1234 Main Street
Anytown, ST 00000
(000) 123-4567
bjohnson@email.com

Employers almost always check references before hiring. Sometimes the job posting itself will request submission of references along with your cover letter and resume. At other times, you may not be requested to give the employer your references until you have completed one or several interviews. In each case, wait for the employer to request your references before giving out this information. This practice maintains respect for your references; you are not revealing their contact information unless necessary.

Make sure to include people who know what type of person you are and who are familiar with your work. It is important to select individuals who know your distinctiveness so that they can provide a positive and accurate description of you to the employer or company in which you are seeking employment. You should ALWAYS contact your references before including them on a reference sheet. It is also a good idea to give them a copy of your resume and talk to them about the job you are seeking so they will know how to best represent you.

When you know they have given a reference for you, be sure to thank them.

Credentials and Reference Letters

A credentials file is a repository for materials you may want or need to store now for use in a future job search or when applying to graduate schools. These include letters of recommendation, certifications (teaching, for example), transcripts, or a writing sample or other documents.

The Career Resource Center closed its in-house credentials service in June 2009, and moved to partner with an independent company - [Interfolio](http://www.interfolio.com) - to continue providing this service. To find out more, go to the [Interfolio](http://www.interfolio.com) website.

Use **Interfolio** to store, manage, and distribute your letters of recommendation for graduate school or jobs.

www.interfolio.com

- Fast & easy document delivery
- Constant, 24/7 access
- Self managed files



Do you need to use Interfolio?

Almost all graduate programs and some employers want to read written letters of recommendation for the candidates they are considering for programs/positions. Usually, reviewers request three letters of recommendation, and in the case of school districts interviewing for teaching positions, they may ask for student teaching evaluations as well.

If you have established an account on Interfolio you will have references (and teacher evaluations, if you are a teaching candidate) ready to send to employers/programs at short notice. Having an account online allows you to collect references from professors and employers when you are working most closely with them and store the letters for future use. Having these references safely online prevents you from having to search for a professor, or to remind an employer about the good work you did three summers ago, each time you want to send out references. Often graduate programs and some employers will request that they be sent confidential recommendations, and using Interfolio allows you to maintain these.

The Interview

An interview is a way for you and a potential school district to get to know one another. Think of it as a dialogue in which the panel (most teaching interviews are conducted by a panel) assesses your background and skills, and provides you with information about the position and school district. Your job is to provide information about your skills and gather enough information to decide whether this job/district is right for you. Getting an interview usually means that you are qualified for the position, so the actual interview is a chance for the interviewer to confirm your qualifications, and to find out what you are like and how you will fit into the district.

The specific qualities that you should try to demonstrate in an interview are (1) good communication skills, (2) self-confidence (being aware of your strengths and weaknesses), (3) your personality, (4) your accomplishments, and (5) knowledge of the district with which you are interviewing.

How to Prepare for a First Interview

Interviewing is a skill that is learned and developed over time; everyone gets nervous at first. Preparation and practice are the keys to overcoming nervousness and becoming an effective interviewer. Know yourself, your skills, strengths and accomplishments. Prepare short examples to illustrate these qualities. Be sure that you can talk about (and give examples relating to) everything listed on your resume. Research the position/district so that you know as much as you can about the school district and possible position. Interviewers won't expect you to spout statistics, but they will expect you to know the basics about the position/district and how your skills relate. Prepare questions to ask of your interviewer.

Proper Attire

Dressing appropriately is important. Your goal is to dress so that the interviewer does not notice what you are wearing. The interviewer should remember your qualifications, not your clothes. The rule of thumb is to dress like the people who will be interviewing you. Suits and ties are still appropriate for men; suits or nice dresses for women. Avoid scents, flashy earrings, or anything that detracts from your presentation of your qualifications.

Preliminaries

Arrive early to your interview (leave time to get lost if you are traveling to the location). You may bring your portfolio/folder and a purse, if appropriate, to the interview. Leave coats, briefcases, umbrellas, etc. in the reception area. Bring extra copies of your resume and a list of reference names into the interview with you.

The First Interview

Interviews should be like conversations, where participants take turns speaking and listening. Try to avoid creating a situation in which the interviewer asks all the questions. The first few minutes of an interview are important. Try to greet interviewer confidently, make eye contact and shake hands. Know their name and make sure they get yours right. Practice saying your name in a confident, easy-to-understand manner. Remember to be positive, be honest about what you want, and be specific (give examples to make your dialogue interesting). Practice interviewing can help you feel comfortable and sure of yourself. Remember to review your resume before the interview.

Telephone Interviews

Occasionally, an initial interview will be over the telephone rather than in person. Always schedule a phone interview in advance, then prepare in the same way as you would for an in-person meeting. Before the interview begins, assemble your resume, notes, and questions in front of the phone. Wear whatever allows you to feel most confident. And remember, since the interviewer cannot see your body language, your voice has to convey all your interest and enthusiasm.

Afterward

It is very important to be nice to everyone, including receptionists and secretaries. They may not have the power to hire you, but they may be asked for input into the decision. Follow-up your interview with a thank you note as soon as possible. Send a thank you letter to every person with whom you interviewed. If some of your interviews involved several people, it is appropriate to send the thank you to the senior person, and ask him/her to thank the other members of the group on your behalf. Call, if appropriate, to express your continued interest in the position.

Preparing For a Second Interview

Being asked back to a second interview means that you are qualified for the position, and that those who conducted your first interview think you have the potential to be a “good fit” with the school district. Often a second interview will be used to make a final hiring decision between two or three finalists. The second interview is designed to (1) see how you “perform” in a longer interview situation, (2) to have you meet and interview with more people in the school district, and (3) to confirm that your background, skills and personality will mesh with the job and school district.

Prepare for the second interview in the same way that you prepared for the first. Use what you learned in the first interview to refine your ability to relate your skills, interest and experiences to the qualifications necessary for the position. Practice more if necessary. Read any information about the position/school district given to you in the first interview. Use an on-line database and/or the Internet to search for recent articles about the school and district. Keeping current on the school district may help in making conversation and answering questions.

Answering Questions in an Interview

Questions you may be asked will differ from interview to interview. Some interviewers will follow your resume closely and ask you questions about what you have done in the past. Others will ask more general questions. Before the interview, think about what your qualifications are and how they relate to the position for which you are interviewing – what specific aspects of your background do you want to emphasize and how does your experience fit with what the school district might want? Be cognizant of your “hidden” or transferable skills (analytic, communication, interpersonal, leadership, etc.) as these may be some of your strongest selling points.

While you are answering questions do not be afraid to pause and think; listen to the questions before answering them. If you are not sure what is being asked, ask for clarification. Answer specific questions specifically and be honest. Take credit for your accomplishments, but do not exaggerate. Try to strike a balance between answers that are too long and too short. Often you can tell from an interviewer’s body language (tapping pen, leaning back in chair) if your answer is going on too long. Convey excitement and interest in the position for which you are interviewing. Remember also that most likely you will be interviewed by a committee. It is important to connect with each person on the interview team.

Sample Interview questions you may be asked:

Professional experiences:

- Discuss your student teaching experience. What did you like / dislike? Changes you would have made?
- Please review for us your teaching experiences such as levels subjects taught, years, location, etc.
- Please tell me about your most challenging experience while working with children or in the classroom.
- When did you first become interested in teaching?
- Tell us about your other school-related experiences such as extra-curricular activities, committees, curriculum development, etc.
- What opportunities have you had to bring multicultural education into your classroom?
- How well has your college/university prepared you for the field of teaching?
- What experience have you had with students from culturally diverse backgrounds?

Instructional skills:

- Describe the teaching techniques or strategies that are most effective for you.
- Describe your typical lesson. What does it include and who participates – how do they participate?
- How would you integrate cooperative learning into your lesson plan?
- How will you instruct/challenge students with varying abilities?
- If pupils were having difficulty learning a skill or concept, what would you do?
- How do you feel when a student fails?
- What techniques do you use to keep pupils actively involved during a lesson?
- How do you increase the chances that pupils will understand what you are teaching?
- How do you deal with the unmotivated student?
- Tell me about some specific motivational strategies you use to get students excited about learning.
- How do you meet the needs of individual students in your classroom?

Technology / Computer Skills:

- How would you (or have you) incorporate(d) technology in you classroom?
- Are you comfortable with the use of technology in the classroom?
- What are your computer skills? What computer software have you used?

Classroom discipline:

- Describe your philosophy regarding discipline.
- What was the most challenging discipline problem you've encountered and how did you handle it?
- What techniques would you use to handle discipline problems that may arise in your classroom?
- How would you deal with a student who is disruptive?
- What kinds of rules do you have in your classroom? How are they established?
- How would you create and promote a safe atmosphere within your classroom?

Classroom management:

- What is your classroom management plan/style? What are your goals?
- What would a typical day look like in your classroom?
- Describe your organization and management strategies.
- Share three interesting techniques used in the classroom.
- What role does classroom management play in the educational process?
- When students say they want their teacher to be fair, what do you think they mean?
- Describe a situation in your last job when you felt pressure. How did you handle it?

Knowledge of content/materials:

- What coursework have you taken that has made you especially suited for this position ?
- What kinds of materials and supplies would you need to do your best job?
- What kinds of tests do you like to give?
- Describe your educational background and teaching experience related to your subject area.
- What curricular changes do you hope to see over the next few years?
- How do you stay current in your field?
- What current educational trends are you aware of and how have they influenced what you do in your classroom?

Planning skills:

- How well organized are you? Why is organization important for a teacher?
- What do you include in your daily lesson plans?
- How closely do you follow your plans?
- What are some of the considerations you make when planning your lessons?
- How do you go about planning a unit?
- How much homework will you assign? How do you know how long it will take your students?

Relationships with administrators, staff, parents, and students:

- Would you describe an outstanding teacher to me?
- If you could establish an ideal school, what would it be like?
- Describe how you could be an effective communicator as part of the school community; interacting with parents and staff.
- What do you do when a supervisor or principal criticizes a teaching technique that you are using?
- What does “teamwork” mean to you? Give an example.
- What are some methods of communicating student progress to parents other than report cards?
- How do you feel about parent contact?
- How would your students describe you as a teacher?
- How do you want students to view you?
- As a teacher, should you intentionally try to build rapport with your students? How?
- If I were a child, why would I want to be in your classroom?
- Do you have a specific grade level/age that you prefer to teach? Why?

Personal qualities:

- Why have you selected teaching as a profession?
- Tell us about yourself and why are you interested in this school district and/or position.
- What are your career goals: short term and long term?
- What distinguishes you from other candidates?
- What do you bring to the community besides your educational background?
- What makes you an effective teacher?
- What do you enjoy most about teaching?

Ideally, questions will have come up during the course of the interview that you will want to ask. Have a list of questions prepared that you can refer to if the interview conversation does not generate any. If you do have questions prepared, make sure that you do not ask those that have already been answered.

Sample Questions You Can Ask an Interviewer

What is the teacher/student ratio in your district?

What types of school activities promote parent/teacher/student interaction?

Tell me about the students who attend this school.

What textbooks does the district use in this subject area?

Do teachers participate in curriculum review and change?

Does your district promote staff development activities and conferences?

Does your school use teacher aides or parent volunteers?

Does the administration encourage field trips for students?

Salary Questions

Discussing salary and benefits is often tricky. Try to let them bring up salary first. If asked what you would like to make, ask what range they had in mind and indicate whether or not it is acceptable. If you must give a specific answer, quote a range; try not to give a specific figure. Do your homework on average salaries for the kind of position you are seeking, so that you will have a range to give. This information is usually available through the School District office. Do not accept an offer right on the spot. Take time to consider it even if you know you'll accept eventually. Do not ask questions about vacation, benefits, promotions or raises at the first, or even second interview. Wait until you are offered a position to negotiate these items.

Illegal Questions

Interviewers are required by law to keep questions job related. Charges of discrimination may result from improper or illegal interview questions. Often, these questions are a result of a bad interviewer rather than intent on the part of the organization to discriminate against applicants. Nevertheless, the job candidate is put in an uncomfortable position in deciding whether or not to answer these kinds of questions in the actual interview.

One way you could answer an illegal question is to answer the **intent** behind the question only. In other words, try to figure out what the interviewer really wants to know. For example, if the interviewer asks you, "Are you a U.S. citizen?" which is an illegal question, you could respond with, "If you mean to ask if I am legally authorized to work for you, the answer is yes." By answering the question with the above response, you are answering the **intent** of the interviewer's question without putting yourself in an uncomfortable situation.

Miscellaneous Tips:

- Make any necessary travel arrangements before the interview. Get directions and a copy of the interview schedule, if possible. If you must fly or take a train to an interview, it is sometimes appropriate to ask for help in paying your travel expenses.
- Dress as you did for the first interview. You can even wear the same outfit, if necessary, but try to wear a different tie or scarf to change the outfit a bit.
- Be on your most proper behavior, even if you are having lunch in the cafeteria or in the Faculty lunch room.

Follow-up and Thank You Letters

It is important that after an interview you write a thank you letter to the interviewer to acknowledge the meeting and to remind him/her of you after you have gone. This letter also shows your organization and professionalism. There are several guidelines that you should follow in writing a follow up letter. Type or handwrite the letter. Email is not as personal, therefore it should not be used in conjunction with a personal letter. If you cannot write a letter, an email is better than not following up at all. This letter should be brief and include the following:

- ✎ Thank the interviewer for his/her time.
- ✎ State the position for which you are applying.
- ✎ Mention something from your interview to remind the interviewer who you are.
- ✎ Describe in one or two sentences why you are the best applicant.
- ✎ Mention the names of the people you met at the interview.
- ✎ Send a letter to appropriate individuals you interviewed with (always send to the main interviewer).
- ✎ Keep the letter short, less than one page.
- ✎ Mail the letter within 24 hours of the interview.
- ✎ Send a thank you letter for every interview you go on.

Dress for Interview Success

In the interview, you are trying to communicate that you are the right candidate for the job- and your appearance plays a role in helping you achieve that goal.

What's considered "appropriate" dress in the workplace varies from company to company, but when it comes to dressing for the interview, experts agree that conservative attire is always the best choice. Will the right attire get you the job? Probably not; but you don't want it to count against you, so take care in your appearance and put your best foot forward.

Professional Attire for Men

Suit:

Wear a dark or gray suit (solid or very subtle pinstripes).

Shirt:

Dress shirts should be a solid color, preferably white. Be sure your shirt and suit are clean and pressed.

Tie:

Choose muted colors in solids, stripes, or small patterns.

Shoes and socks:

Leather, lace-up, or slip-on business shoes in a dark color worn with dark socks that are mid-calf in height. Make sure your shoes are polished and the heels aren't run down.

Hair and facial hair:

All hair should be neatly groomed.

Jewelry:

A watch and wedding or school ring are appropriate. Some employers will not view earrings or other piercings positively.



Professional Attire for Women

Suit:

Wear a suit in a dark color (black, navy, or gray). If you are wearing a skirt, it should be at least knee-length.

Shirt:

Choose a white, ivory, or pastel-colored blouse.

Cosmetics:

Be conservative and understated with makeup. Avoid extra long nails or attention-drawing nail polish color.

Shoes and hosiery:

Wear closed-toe pumps with medium or low heels in a dark color. Shoes should be polished. Heels shouldn't be worn-looking. Wear sheer hosiery.

Jewelry:

Keep jewelry simple and to a minimum. A watch, a single ring, and small earrings are a good choice.



Tips for everyone

- **Practice good grooming.** Shower, brush your teeth, get regular haircuts, and make sure your nails are clean and trimmed. If you smoke, make sure that you (and your clothing) do not smell of smoke.
- **Check the details.** Look for loose buttons. Remove tags. Use a lint brush if necessary.
- **Lose the backpack.** Carry a portfolio with copies of your resume, references, a pen, and notepad. Women may also carry a small purse.
- **Use cologne/perfume sparingly or not at all.** Too much can be annoying and your interviewer could be allergic.

Alternative Careers for Teachers

Sample Occupations

ADMINISTRATION

Academic Dean
 Alumni Secretary
 College Disability Services Coordinator
 Curriculum Specialist
 Fundraising Director
 Personnel Director
 Principal
 Program Developer
 Registrar
 School Library Media Supervisor
 School Program Supervisor
 Student Affairs Director
 Superintendent of Schools

ARTS

Airbrush Artist
 Artist
 Arts/Crafts Instructor
 Comic Strip Writer/Artist
 Costume Designer
 Educational Television Consultant
 Fashion Design Consult.
 Graphic Designer
 Media Specialist
 Museum Director
 Performer
 Photographer
 Publication Designer
 Style Consultant
 Woodworker

BUSINESS

Actuary
 Account Representative
 Business Owner
 Consumer Affairs Director
 Financial Analyst
 Human Resource Manager
 Insurance Underwriter
 Manager/Supervisor
 Marketing Representative
 Personnel Manager
 Program Designer/Developer
 Purchasing Agent
 Sales Representative
 Broker/Financial Advisor
 Trainer/Instructor

COMMUNICATIONS

Broadcasting
 Free Lance Editor/Writer
 Lobbyist
 Media Positions
 Public Relations Representative
 Publishing Occupations

CONTINUING EDUCATION

Administrator
 Instructional Coordinator
 Community College/University Professor

COUNSELING/ ADVISING

Academic Advisor
 Activity Therapist
 Adoption Counselor
 Alcohol/Drug Abuse Counselor
 Camp Counselor
 Educational Consultant
 Guidance Counselor
 Rehab Counselor
 Social Worker

GOVERNMENT

Administrative Assistant
 Caseworker/Investigator
 Education Consultant
 Education Research Assistant
 Legislative Assistant
 Park Ranger
 Personnel Specialist
 Program Specialist
 Project Administrator
 Public Information Specialist
 Social Service Representative

NON-TRADITIONAL EDUCATION

Adult Education Teacher
 Daycare Worker
 Nursing Home Educator
 Vocational/Technical Teacher
 Test Prep Instructor

PUBLIC SERVICE

Agency Field Representative
 Boy or Girl Scout Director
 Community Relations Worker
 Health Promotion Specialist
 Nurse
 Recreation Director
 Recreation Worker
 School Social Work
 Social Service Worker
 YMCA/ YWCA Worker
 Youth Director

WRITING

Book Publisher
 Copy Editor
 Freelance Editor
 Grant/Fundraising Director
 Textbook Writer
 Technical Writer
 Tech. Publications Writer
 Reporter
 Writer

OTHERS

Instruct. Materials Design Consultant
 Dietitian
 Flight Attendant
 Librarian
 School Psychologist
 Test Developer

Note that some of these options may require an advanced degree.

Sample Work Settings

Consumer Products Companies
 Finance/Insurance Foundations

Government Jobs
 Federal, State, and Local Civilian/Military
 Health Care Providers

Public Service Agencies
 Research Institutes
 Social Service Organizations
 Telemarketing

Testing Companies
 Textbook Companies
 Web-Based Companies

Transferable Skills

Training
 Problem solving
 Career Resource Center
 Designing curricula

Coaching
 Mentoring
 Organizing
 Monitoring progress

Group facilitation
 Meeting deadlines
 Assessing performance
 Creating visual aids

Communication
 Conflict resolution
 Establishing rapport
 Needs assessment

Sample Print Resources

101 Career Alternatives for Teachers by Margaret Gisler
Jobs That Matter: Find a Stable, Fulfilling Career in Public Service by Heather Krasna
Careers for Kids at Heart by Marjorie Eberts

Finding Your Perfect Work by Paul and Sarah Edwards
Career Opportunities in Education And Related Services by Susan Echaore-McDavid
What Can You Do with a Major in Education: Real people. Real jobs. Real rewards by Jennifer Horowitz and Bruce E. Walker

Other Sources of Information

Occupational Outlook Handbook
www.bls.gov/oco

O*NET
www.onetcenter.org

New Paltz eRecruiting
newpaltz.experience.com

Helpful Web Sites for Alternative Careers

American Association of Museums
Washington, D.C.
www.aam-us.org

American Society of Journalists and Authors
New York, NY
www.asja.org

American Society for Training and Development
Alexandria, VA
www.asted.org

Association of Independent Information Professionals
Oak Creek, WI
www.aiip.org

Association of International Educators
Washington, D.C.
www.nafsa.org

National Child Care Association
Conyers, CA
www.nccanet.org

National Education Association
Washington, D.C.
www.nea.org

International Association of Information Technology
Trainers
Columbia, MD
www.itrain.org

Other Resources

Check for student organizations that will help you explore your major
<http://www.newpaltzsa.com/>

Check for volunteer opportunities that will help you explore your major
<http://www.newpaltz.edu/careers/vc.html>

Helpful Career-Related Internet Sites

The Career Resource Center's web-site is: <http://www.newpaltz.edu/careers>

This site provides useful information on all career-related topics including:

- ❖ Resume writing tips and formats
- ❖ Cover letter development
- ❖ Interview techniques
- ❖ Job hunting tips

From our homepage you may click on **eRecruiting** <http://newpaltz.experience.com> to search for full-time and part-time teaching jobs. This service is free for New Paltz students and Alumni.

<http://aaee.org> – this is the American Association for Employment in Education's website. Excellent resource, but you must be a member to receive all the benefits.

<http://www.ed.gov> - this is the U.S. Department of Education site – has some interesting links that include information on teacher salaries (links to the American Federation for Teachers for the most recent salary survey) for each state and also lists teacher shortage areas.

<http://www.nysed.gov> – this is the New York State Board of Education website. Provides information on certification and licensure, as well as links to professional organizations that provide support for teachers.

<http://higher.ed.nysed.gov/tcert/> - this is the New York State Board of Education Office of Teaching Initiatives website. Find information about teaching in New York State, how to become certified to teach in New York State, Resources for Educators, and information about fingerprinting.

<http://www.dcbooces.org> – this site is maintained by Dutchess BOCES. Posts regional teaching opportunities.

<http://www.olasjobs.org> – this site is developed by the Putnam/Northern Westchester BOCES. This online application system serves over 170 school districts in seven regions of NY State.

<http://educationamerica.net> - Education America Network- This searchable database includes vacancies available nationally and internationally. The user can register with the site and receive automatic emails of new listings. Additional resources include online education articles, education-related bookstore, web forum, and job fair directory.

<http://www.k12jobs.com> - This site lists K-12 teaching positions as well as administrative job vacancies available at public, private, and vocational schools. Users can also find information on certification requirements, education associations, and link to state departments of education.

<http://www.collegecentral.com> - Educators can search for teaching, school counseling, and administration jobs according to state or discipline in College Central's online job bank. This site is tailored more towards the recent college graduate rather than the seasoned educator, however all job seekers can access the vacancy listings. However, registration with the site is required before gaining admittance to the job bank.

(Helpful Career-Related Internet Sites, cont.)

New York City Department of Education: <http://schools.nyc.gov/TeachNYC/>

American Federation of Teachers (<http://www.aft.org>)

National Assoc. for the Education of Young Children (<http://www.naeyc.org>)

National Education Association (<http://www.nea.org>)

Education America Network (<http://educationamerica.net>)

School Spring, Educator Job Search (<http://www.schoolspring.com>)

schoolSTAFF.com (<http://www.schoolstaff.com>)

Teachers-Teachers.Com (<http://www.teachers-teachers.com>)

Local School District Sites

<http://www.newpaltz.org/schools.html>

<http://arlingtonschools.org>

<http://www.hydeparkschools.org>

<http://newburghschools.org>

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

<http://rondout.k12.ny.us/>

<http://wappingersschools.org/>

Certification Information

The Office of Teaching Initiatives, <http://www.highered.nysed.gov/tcert/>, provides comprehensive information regarding teacher certification including a FAQ page, <http://www.highered.nysed.gov/tcert/certificate/faq.htm> that you may find particularly useful when navigating the certification process.

Levels of Certification (as provided by the Office of Teaching Initiatives website):

Initial: The Initial certificate is the entry-level classroom, teaching certificate in New York State, and is issued for a specific subject/grade level (e.g. Biology 7-12). An Initial certificate is valid for 5 years, with the possibility of a one-year time extension.

Professional: The Professional certificate is the second-level classroom, teaching certificate, and is issued to a holder of an Initial certificate with the completion of educational and experience requirements for the Professional certificate. The Professional certificate is continuously valid, with the completion of 175 hours of required professional development on a 5-year cycle over the life of the certificate.

Undergraduate degree programs that lead to Initial Certification include:

For the most current information, please visit the School of Education's website at:
<http://www.newpaltz.edu/schoolofed/certification.html>

★ Bachelor of Science in Early Childhood and Childhood Education (Birth-6)

www.newpaltz.edu/elementaryed

Certification name: New York State Initial Certification in Early Childhood and Childhood Education (B-6)

★ Bachelor of Science in Early Childhood Education (Birth-2nd Grade)

www.newpaltz.edu/elementaryed

Certification name: New York State Initial Certification in Early Childhood Education (B-2)

★ Bachelor of Science in Childhood Education (1- 6)

www.newpaltz.edu/elementaryed

Certification name: New York State Initial Certification in Childhood Education (1-6)

★ Bachelor of Science (or Bachelor of Arts) in Adolescence Education: Major Area

www.newpaltz.edu/secondaryed

Certification name: New York State Initial Certification in Adolescence Education (7-12), Major Area

★ Bachelor of Science in Visual Arts Education

<http://www.newpaltz.edu/arted/>

Certification name: New York State Initial Certification in Visual Arts Education (k-12)

★ Bachelor of Science in Communication Disorders

<http://www.newpaltz.edu/commdis/>

Graduate degree programs that lead to initial and professional certifications

Information may be found on our Graduate School's web-page at:

<http://www.newpaltz.edu/graduate/certifications.cfm>

Resources for you:

Office of the Information Associate: SCB 128, (845)257-2890, whitakec@newpaltz.edu

Registrar/Recorder's Office: HAB 15 (845)257-3110

Degree applications: <http://www.newpaltz.edu/registrar/graduation.html>

Commencement Information: (845)257-3972 www.newpaltz.edu/commencement

Fingerprinting clearance: (518)473-2998 www.highered.nysed.gov/tcert/ospra

SAVE Seminar online: www.violenceworkshop.com

SAVE at New Paltz: Mid Hudson Teacher Center OM 212 (845)257-2885

Child Abuse online: www.childabuseworkshop.com

Child Abuse at New Paltz: Dean's Office/SCB 105 (845)257-2874 email: gouldd@newpaltz.edu

NYSED Office of Teacher Initiatives: (518)474-3901 www.highered.nysed.gov/tcert

Registration Bulletin for Teacher Certification Exams: www.nystce.nesinc.com