

CAREER GUIDE FOR EDUCATION CANDIDATES



California State University
San Marcos

CAREER
opportunities.endless.*CENTER*

Craven Hall 1400 ♦ San Marcos, CA 92096-0001
TEL 760.750.4900 ♦ FAX 760.750.3142 ♦ www.csusm.edu/careers

CAREER GUIDE FOR EDUCATION CANDIDATES

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INTRODUCTION TO OUR OFFICE



**Division of Student Affairs
California State University San Marcos**

**Craven Hall 1400
San Marcos, CA 92096-0001
760.750.4900
FAX 760.750.3142**

www.csusm.edu/careers

The staff at the Career Center assists candidates in their transition from school to work. We believe a career is more than just a job -- it's a way of life. Making responsible career and life decisions requires careful thinking and planning. To prepare candidates appropriately, the Career Center provides a full range of services which ensure the total development of individuals with respect for unique personal, cultural, and professional values.

Our services include:

- Career Exploration and Planning
- Mock Interviews
- Job Search Assistance
- Career Resource Lab/Library
- Resume/Cover Letter Critique Services
- Career Workshops/Seminar Series
- Teacher Career Fair
- Job Listing Service
- Job Interviews
- Career Portfolio Assistance

Cal State San Marcos Career Center is an equal opportunity referral service.

STRATEGY #1 THE PAPER CHASE

The job search typically begins with your paper work, which often will determine a school district's first impression of you. The important documents you need to prepare for employment screening by a district are: the resume, the cover letter, application, and letters of reference.

A. The resume

An employer will spend approximately 4 to 7 seconds reviewing your resume for the first time.....so it must be sharp! Remember that your resume is a marketing brochure describing you and highlighting your assets.

Let's start with Content:

- Start thinking of yourself in glowing terms.
- Emphasize your positive accomplishments.
- List truthful information that you would be confident explaining in detail to a prospective employer.
- Put the most important information first and keep it concise.
- Use appropriate terminology for the industry.
- Avoid using personal pronouns such as "I" or "We."
- Use short phrases beginning with action verbs; avoid using "responsible for" or "duties included."
- Avoid slang, unnecessary abbreviations and acronyms unfamiliar to employers.
- Do not list personal data such as age, marital status, height, weight, etc.
- Do not list past salaries, reference names and addresses, reasons for leaving past jobs, etc.

Proofread everything! In fact, it's best to have someone else proofread for you. Grammatical, spelling, and punctuation errors will mean instant elimination. Submit your draft to the Career Center for resume/cover letter critiquing service.

Listed below are items that should be included in your resume. However, these are not necessarily listed in the order in which they will appear on your resume. List the most important information first. Remember: use action verbs and concrete details in your descriptions. **Proofread everything!**

Name, Address(es), Telephone Number(s)

- List at the top of the page (center, left, or right) where it is immediately visible.
- Name should stand out -- try **BOLD** and ALL CAPS.
- Include telephone numbers(s), including area code, where you can be reached or a message can be left during the day.

Career Objective

- Identify the specific job you are seeking, using as few words as possible. The career objective may be omitted.

Summary Statement (Optional)

- Summarize experience in a brief paragraph, although usually done by those with years of experience in their field.

Education

- List any certificate/credential/degree awarded, major/minor, college(s) attended, GPA (optional) and graduation dates (month and year).
- List your most recent credential or degree work first.
- Honors and academic achievements may be included.

Work Experience And Related Accomplishments

- Include student teaching and substitute teaching experience. Describe the class population.
- List most recent work first.
- List job title first, then organization name, city, and state locations, job description, and dates.

Skills, Activities, Interests, Honors, Affiliations

- List any school clubs, professional organizations, volunteer work, awards or honors, specialized talents or skills related to teaching (computers, technology, foreign languages, art, music, sports, travel, hobbies). LIST ANYTHING THAT WILL ENHANCE YOUR IMAGE TO THE SCHOOL DISTRICT!
- List specific qualifications such as organization, communication, fund raising, technical, management, sales skills.

References

- Do not include references on your resume. Instead, create a separate reference list.

Next is Resume Format:

Readability should be your number one priority.

- Can the employer find your credential information easily?
- Does the paragraph format in Susan Joy's resume (Sample Education Resume on page 5) serve you best?
- Does the bullet format in Mark Williams' resume (Sample Education Resume on page 5) prove to be easier to read? Does it provide enough space?

Choose the format that works best for you.

Last but not least...Reproduction:

The final product should be a professional and attractive marketing tool. Choose an easy-to-read type or font style. Use **BOLD** and underlining sparingly. Select white or off-white paper that will photocopy well, and is of a heavier weight than normal typing paper. (Bond, linen, cotton or parchment paper is recommended.) We suggest you purchase 9x12 envelopes in which to place all your application materials (without folding) to submit to school districts.

SPECIAL TIP: Do not staple any of the resume or cover letter pages together. Include your name and page number at the top of each additional page (not page one) of the resume.

Action Verb List:

Start your descriptive sentences with action verbs. Avoid using "duties included" or "responsible for."

<p>MANAGEMENT SKILLS</p> <p>Administered Analyzed Assigned Attained Chaired Contracted Consolidated Coordinated Delegated Developed Directed Evaluated Executed Improved Increased Organized Oversaw Planned Prioritized Produced Recommended Reviewed Scheduled Strengthened Supervised</p> <p>COMMUNICATION SKILLS</p> <p>Addressed Arbitrated Arranged Authored Corresponded</p>	<p>Developed Directed Drafted Edited Enlisted Formulated Influenced Interpreted Lectured Mediated Moderated Motivated Negotiated Persuaded Promoted Publicized Reconciled Recruited Spoke Translated Wrote</p> <p>RESEARCH SKILLS</p> <p>Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified Inspected Interpreted Interviewed</p>	<p>Investigated Organized Reviewed Summarized Surveyed Systematized</p> <p>TECHNICAL SKILLS</p> <p>Assembled Built Calculated Computed Designed Devised Engineered Fabricated Maintained Operated Overhauled Programmed Remodeled Repaired Solved Trained Upgraded</p> <p>TEACHING SKILLS</p> <p>Adapted Advised Assessed Clarified Coached Communicated</p>	<p>Coordinated Developed Enabled Encouraged Evaluated Explained Facilitated Guided Informed Initiated Instructed Persuaded Set Goals Stimulated Tested</p> <p>FINANCIAL SKILLS</p> <p>Administered Allocated Analyzed Appraised Audited Balanced Budgeted Calculated Computed Developed Forecasted Managed Marketed Planned Projected Procured Researched</p>	<p>CREATIVE SKILLS</p> <p>Acted Conceptualized Created Designed Developed Directed Established Fashioned Founded Illustrated Instituted Integrated Introduced Invented Originated Performed Planned Revitalized Shaped</p> <p>HELPING SKILLS</p> <p>Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed Educated Expedited Facilitated Familiarized</p>	<p>Guided Referred Rehabilitated Represented</p> <p>CLERICAL OR DETAIL SKILLS</p> <p>Approved Arranged Catalogued Classified Collected Compiled Dispatched Executed Generated Implemented Inspected Monitored Operated Organized Prepared Processed Purchased Recorded Retrieved Scheduled Screened Specified Systematized Tabulated Validated</p>
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SAMPLE EDUCATION RESUMES

SUSAN JOY
 303 Schooldale Road, Escondido, California 92025
 (760) 999-3333
 sjoy@aol.com

CREDENTIAL
SB 2042 Multiple Subject Credential with an Authorization to Teach English Learners, BCLAD Emphasis: Spanish (May 20XX)
Supplementary Authorizations in English and Spanish
California State University San Marcos

EDUCATION
Bachelor of Arts in English (December 20XX)
California State University San Marcos

TEACHING EXPERIENCE
Student Teacher - Knob Hill Elementary School, San Marcos, California.
 A multicultural sixth grade. Designed and implemented a social studies unit which was integrated throughout the curriculum including a balanced approach to reading and language. Utilized expressions in art, lesson on Western chronology, the use of time lines, water clock science experiment, expository writing, research paper, and oral reports. Art talent was also utilized in brainstorming activities through the use of visual aids. Created a "Gallery of Masters" art unit in which students were given hands-on instruction in the styles of the masters in painting and sculpture. Also included music appreciation from respective era. (Fall 20XX)

Student Teacher - Abhin Dunn Elementary School, San Marcos, California.
 A multicultural kindergarten. Created a math unit which included manipulatives, sorting, categorizing, graphing, higher-level thought regarding comparisons. Utilized art talent in direct instruction and creatively expanded hands-on art experiences, including the creation of students' self-portraits. Supervised classroom aides. Participated in parent-teacher conferences. (Spring 20XX)

ADDITIONAL EXPERIENCE
High School Soccer Coach - Women's J.V. Team, Orange Glen High School. (dates)
Professional Artist - Currently displayed in local gallery. (dates)
Recreation Leader - Critics of San Diego and Escondido. (dates)
Supervisor - Home Savings of Escondido. (dates)

INTERESTS (include interests relevant to teaching)
 Oncology Unit Volunteer, Children's Hospital, San Diego, CA.
 Traveled to fourteen foreign countries, including the U.S.S.R.
 Extensive background and understanding of Hispanic culture.
 Currently enrolled in intensive Spanish course.

AFFILIATIONS
 The North San Diego County Reading Council

REFERENCES
 Self-managed placement file available upon request.

MARK L. WILLIAMS
 mwilliams@mail.com

Temporary Address: (until May 1, 20XX)
 1600 Real Road
 San Marcos, California 92069
 (760) 324-8712

Permanent Address:
 414 Lincoln Avenue
 Ventura, California 90001
 (213) 692-4000

OBJECTIVE
 A secondary teaching position in mathematics and/or physical science

CREDENTIALS
SB 2042 Single Subject Credential, [list subject area(s)], with an
 English Learner Authorization
NCLB compliant through CSET
 California State University San Marcos
 May 20XX

EDUCATION
Bachelor of Arts
 Major: Mathematics, GPA: 3.9
 Minor: Physical Science, GPA: 3.3
 California State University San Marcos
 August 20XX

EXPERIENCE
Student Teacher (Clinical Practicum)
 San Marcos High School, San Marcos, California.
 Spring 20XX

- Taught all aspects of geometry for multicultural 11th grade.
- Instructed computer lessons for specific units of geometry.
- Introduced electronic design learning center to emphasize practical applications.
- Broadened experience by attending parent-teacher conferences.

Student Teacher (Clinical Practicum)
 Orange Glen High School, Escondido, California.
 Fall 20XX

- Developed and implemented lesson plans for teaching algebra to ethnically diverse 9th grade students.
- Initiated hands-on math projects.
- Created algebra "power teams" to promote learning algebraic equations.

Teacher Assistant
 Muir Alternative School, San Diego, California.
 June - Dec. 20XX

- Assisted classroom teacher in 11th grade calculus course.
- Enriched student experience by developing learning games.
- Chaperoned dances and field trips.

BACKGROUND

- Active in community affairs through the Community Involvement Board.
- Volunteer work with Explorer Scout Troop.
- Participant in high school athletics and college intramurals.
- Store Manager - A Sporting Chance, Ventura, California.

SAMPLE EDUCATION RESUMES

SOFIA PROFESOR
 123 University Drive
 Anywhere, California 98765
 (760) 999-3333
 sofia_profesor@aol.com

Professional Objective: Assistant Principal

SUMMARY OF QUALIFICATIONS

- Experienced facilitator for shared decision-making teams
- Knowledgeable about team approaches, multiage grouping, collaborative learning, and inclusion of ESL students and students with special needs
- Expertise in curriculum including subject integration, hands-on science, and math manipulatives
- Skilled at involving and communicating with teachers, pupils, and parents

EDUCATION

Master of Arts in Education, Option: Education Administration, 2005
 California State University San Marcos

Graduate work (33 semester units) in Elementary Education, 1996-1997
 California State University San Marcos

Bachelor of Arts in Liberal Studies, 1992
 San Diego State University

LICENSURE

California Professional Administrative Services Credential
California Multiple Subject Teaching Credential
California BCLAD Specialist Credential

ADMINISTRATIVE EXPERIENCE

Administrative Intern, San Diego City Schools, San Diego, California, Spring 2005
 Logan Elementary School, 875 students, 68 certificated staff

- Assist with creation and implementation of student and staff schedules
- Contact and work with parents to improve student behavior and classroom success: for final nine weeks assumed full responsibility, under supervision, for student disciplinary procedures
- Observe and evaluate staff, reinforcing quality teaching and fostering improvement
- Work with a software consultant to design and implement a new district technology plan
- Organize and supervise extracurricular events, including student government activities, talent show, community services projects, assemblies, and athletic contests
- Present information to students and parents regarding expectations and programming
- Edit and oversee production of revised student handbook

Sofia Professor
 Page Two

TEACHING EXPERIENCE

Teacher, Zamorano Elementary School, San Diego, California
 Grade 5, 1996-2004; Grade 3-4, 1997-1999

- Planned and organized materials for thematic units, with extensive use of Reader's Workshop and Writer's Workshop techniques
- Developed and maintained an active learning environment, including utilization of manipulatives in math and science and collaborative learning strategies
- Initiated parent contacts and conferences to discuss home/school plans to enhance student achievement

COMMITTEE RESPONSIBILITIES AND LEADERSHIP

Child Study Team	Grade Level Unit Leader
District Management Team	Scheduling Committee (chair)
School Improvement Team	School Site Council

PROFESSIONAL DEVELOPMENT

Workshop in Shared Decision Making, July 2006
 Emphasis on team development, strategies for implementation, and facilitation
 Conflict Management Seminar, June 2004

Planning for student/staff training, program evaluation, records maintenance
 Conferences attended:
 New Administrators Conference, 2000
 National Administrators Conference, 2000
 California Conference on At-Risk Students, 1999
 International Reading Association Conferences, 1995-1999
 Young Writer's Conference, Stanford University, 1996
 California State University Conference on Students with Special Needs, 1997

REFERENCES

Career file available upon request.

CREREDENTIALS FOR CSUSM EDUCATION RESUMES (as of Fall 2009)

Elementary

CREREDENTIAL	SB 2042 Multiple Subject Credential with an English Learner Authorization , May 2009 California State University San Marcos
<i>(without CSET)</i>	Supplementary Authorizations: Social Science and Mathematics OR
<i>(CSET passed + secondary methods)</i>	SB 2042 Single Subject: Social Science and Mathematics CSET: all sections passed , October 2008
EDUCATION	Bachelor of Arts in History , May 2008 California State University San Marcos

Elementary Bilingual

CREREDENTIAL	SB 2042 Multiple Subject Credential with BCLAD Emphasis: Spanish , May 2009 California State University San Marcos
<i>(BCLAD until new regs are available)</i>	
EDUCATION	Bachelor of Arts in Liberal Studies , May 2008 California State University San Marcos

Middle Level

CREREDENTIAL	SB 2042 Multiple Subject Credential with English Learner Authorization , May 2009 California State University San Marcos
<i>(without CSET)</i>	Supplementary Authorization in Mathematics OR
<i>(CSET passed + secondary methods)</i>	SB 2042 Single Subject: Mathematics , May 2009
EDUCATION	Certificate of Advanced Study in Middle Level Education , May 2009 California State University San Marcos
	Bachelor of Science in Mathematics , May 2008 San Diego State University

Secondary

CREREDENTIAL	SB 2042 Single Subject Credential in Social Science with Authorization to Teach English Learners , May 2009 California State University San Marcos
<i>(without CSET)</i>	Supplementary Authorization in Mathematics OR
<i>(CSET passed + 2 methods courses)</i>	CSET: all sections of mathematics passed , October 2008
EDUCATION	Bachelor of Arts in History , May 2008 Minor in Mathematics San Francisco State University

Special Education

CREREDENTIAL	SB 2042 Multiple Subject Credential with Authorization to Teach English Learners and Education Specialist: Mild/Moderate Disabilities Credentials , May 2009 California State University San Marcos
EDUCATION	Bachelor of Arts in Liberal Studies , May 2008 Minor in Mathematics California State University San Marcos

For specific questions, consult Student Services in the College of Education, University Hall

Remember: A good resume will get you an interview....a good interview will get you the job!

B. Electronic resume options

With the advent of the Internet and new technology, job seekers have greater exposure to employers by placing resumes on-line. However, this technique should not be used as a replacement for other effective job search strategies such as professional networking. Traditional hard copy resumes will never be replaced by electronic resumes; however more and more employers are searching for candidates electronically and this trend will continue to grow in the future. These "e-resumes" can take several forms:

Three (3) types of electronic resumes:

- **E-mail Resumes:**

The e-mail resume is the most common form of an electronic resume. Write your resume in your e-mail account, send a copy to yourself and save it for school districts who ask for your resume via e-mail. Note: the text field in your e-mail document will be smaller. This means you may not be able to include ALL of your information on the screen, and this may help you create a less cluttered resume.

- **Web/HTML Resumes:**

After creating your Web resume in HTML, you can refer employers to your Web address to view your resume. Be sure that your personal Web page does not have anything on it you would not want a prospective employer to see. Pictures of family or of yourself partying with friends at the beach, for instance, would not be appropriate.

- **E-form Resumes:**

Some school districts are using electronic forms or "e-forms" (online applications) where your resume information can be cut and pasted into boxes. It is submitted or posted to their electronic resume bank and a keyword search is conducted to select qualified candidates for specific positions within the district. You can post to either a clearinghouse site such as the Career Center (www.csusm.edu/careers) that has a variety of employers searching for resumes, or an industry specific site such as EdJoin (www.edjoin.org).

Internet Resume Posting:

The Career Center recommends that you post your resume on some of the following free and heavily visited sites for the best exposure. For other sites, check to see if they are free or fee-based, if the data is secure, and how long they will keep your resume on-line (typically 60-90 days). Meet with a career counselor if you need help using this technology.

Internet Resume Posting/Application Sites:

Cougar Jobs

www.csusm.edu/careers

A searchable database of local and national job listings; includes a resume database.

Ed-Join

www.edjoin.org

A searchable database of job postings in public education in the state of California.

(See Page 14 for additional websites which may provide job postings.)

C. The cover letter

The cover letter is a very important expression of your genuine interest in a school district and a demonstration of your writing ability. The cover letter is usually no more than one page and should be written in business letter format. Be sure to check with the district for the correct spelling and title of the person (usually the certificated personnel officer) you are addressing. You also may want to send your resume and cover letter to the school site administrator (principal), mentioning that you're application is on file at the district personnel office. The "To Whom It May Concern" salutation is usually unacceptable in the field of education, as names can easily be researched online or by phone. It's appropriate to use the same format, font style, and paper as you used for your resume to create a coordinated presentation.

GENERAL OUTLINE FOR A COVER LETTER

Using the header of your resume as letterhead gives it a professional look.

Use complete title and address.

If possible, address it to a particular person by name—check for correct spelling.

Make the addressee want to read your resume. Be personable and be enthusiastic.

Be brief but specific; your resume contains details.

Applicant's Address

Applicant's Area Code and Phone Number

Date of Letter

Employer's Name and Title and Address

Salutation:

Opening Paragraph: State why you are writing; name the position or type of work for which you are applying and mention how you heard of the opening or organization.

Middle Paragraph(s): Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had relevant work experience or related education, be sure to point it out, but do not reiterate your entire resume. Emphasize skills or abilities you have that relate to the job for which you are applying. Be sure to do this in a confident manner and remember that the reader will view your letter of application as an example of your writing skills.

Closing Paragraph: You may refer the reader to your enclosed resume (which gives a summary of your qualifications) or whatever media you are using to illustrate training, interests and experience. Ask for or suggest a date and time for an interview at the convenience of the employer. Indicate that you will confirm by telephone. Be specific and be sure to honor your arrangements.

Sincerely,

Your name typed

Enclosure

Always sign letters in black ink

If a resume or other enclosure is used, note in letter

Top and bottom margins should equal

SAMPLE COVER LETTER FOR A SPECIFIC JOB LISTING

Job Description

SAMPLE JOB TITLE: Fourth Grade Teaching Position

REQUIREMENTS: California Multiple Subject Credential and bachelor's degree required. Responsible for instruction of fourth grade at ethnically diverse school focusing on the Arts and Technology.

Sample Cover Letter

RALPH SELL

110 University Drive, San Marcos, CA 92069

(760) 555-1111

April 29, 20XX

William P. Smith, Assistant Superintendent

Certificated Personnel

Weber School District

3121 Orchard

Los Angeles, CA 92719

Dear Mr. Smith:

I read with interest your job announcement for a fourth grade teaching position, listed on Cougar Jobs at Cal State San Marcos' Career Center. As a credential candidate with the certification and skills you are seeking, I believe I am a strong candidate for the position.

I will receive my multiple subject credential from California State University San Marcos this May. My related experience includes two semesters of student teaching. One of these experiences focused on utilizing computer technology in the classroom environment. I became familiar with several educational software programs including XYZ and ABC. I have also had extensive experience in drama including acting parts in "My Fair Lady" and "Giant" and have directed eight plays.

The opportunity of joining Weber School District is exciting because of my familiarity with your educational mission and your district's reputation as a leader in the educational field. The success of your new learning center for the arts and technology illustrates a progressive philosophy that would utilize my strongest skills.

After you have had an opportunity to review my resume, I will telephone your office regarding the most convenient time for an interview. I look forward to meeting you. Thank you for your consideration.

Sincerely,

(Signature)

Ralph Sell

Enclosure

D. The employment application

Once you receive the application form, keep the following points in mind:

- Read over entire application and make a copy of it.
- Complete a rough draft before filling in the original.
- Type or print legibly (using black ink) according to instructions.
- Follow all instructions on the application exactly.
- Supply all information requested (do not write "see resume").
- Include a copy of your resume and cover letter. (Do not staple together.)
- Make a copy of your completed application and record of documents sent for your files.

Some districts prefer an online application, so be sure to check with the personnel offices of your target districts.

E. Thank-you letters/Follow-up letters

A thank-you/follow-up letter is the professional way to maintain contact with an employer. This letter will assure the Personnel Office of your continued interest in the organization. Remember the purpose of the letter is to maintain contact, but make sure that you have a substantial reason for contacting the employer each time you write, such as:

- Thanking the employer for the opportunity to interview (should be done within 24 hours of the interview).
- Sending supportive materials, e.g., transcripts.
- Notifying the employer of a change of address or additional experience gained since submitting your application.

The Importance of Thank-you Notes:

A thank-you note can make a candidate stand out from the rest of the pool. In a tight job market, you need a competitive advantage over other candidates. You can increase your chances of being hired by writing thank you notes. Statistically, less than 10% of interviewees ever follow up with thank-you notes. Imagine how positively that 10% will be viewed.

How to Write a Thank-you Note:

Thank-you notes should be sent as soon as possible after the interview and before the hiring decision is made. Well-written notes should say more than "thank you." There are many opinions about what to say; however, here are some elements to consider:

- **Express Enthusiasm:** Remind the interviewer that you are a good fit for the school or district and that you have continued interest in and enthusiasm for the position. It is one more chance to market yourself in a tangible way.
- **Answer Unresolved Issues:** Answer and expand upon any relevant questions raised in the interview. If you did not get a chance to mention certain points, you can now address those items. The thank-you note is your chance to expand on that positive 'first' impression.
- **Express Sincerity:** Be genuine and sincere in your gratitude. Comment on the importance of the meeting.
- **Personalize It:** Highlight a key point from your meeting that was unique and meaningful. This will refresh the interviewer's memory of you. Interviewers are typically impressed with proof that candidates listen and remember the conversation. If you met with several people, it may not be obvious who the real decision-makers are. Make sure you vary slightly the content of each thank-you note. No one likes to receive a carbon copy of a note that everyone else received. This will also force you to remember with whom you interviewed, which will make your follow-up more effective. Remember to ask for business cards before leaving the interview so that you have the correct spelling and title of your interviewers.
- **Keep It Short/Rule of Three:** The "Rule of Three" says that the human mind only remembers three things about anything. If pushed to remember four, the mind forgets all four from overload. Choose three points you want to stress about yourself which might include skills, knowledge and personal traits. Ideally, these three points should be presented in the resume, reflected in the cover letter, discussed in the interview and then restated in the thank-you note.

Typed vs. Handwritten:

For more conservative school districts, you may want to consider typed thank-you letters. Using a business letter format conveys that this meeting was important enough to take the time to present yourself in a professional manner. However, alumni (and people you know) may prefer a handwritten thank-you note. You must still prepare it carefully, write legibly and use tasteful stationery. (Many students choose CSUSM notecards from the University Store.) If you want to add to one of the answers you gave at the interview, a more lengthy, typed letter directed toward the issue may be beneficial.

E-Mail Thank-you Notes:

If the school district representative has an e-mail address on their business card or is a technology-based employer, then a well-written e-mail thank you note may be appropriate. A word of caution: do not make the message overly friendly (many people have a tendency to be less formal with e-mail). Also, try to keep your message to one screen length; employers appreciate brevity. Be aware that while handwritten, hard copy thank-you notes often get saved in an applicant's file, e-mail is typically read and deleted. So for a lasting reminder, use traditional methods for correspondence.

Sample Typed Thank-you Note:

Your Return Address

Month Day, Year

First Name Last Name, Title
Human Resources Office
ABC Unified School District
123 Main Street
Anytown, NY 12308

Dear Ms. Last Name:

Thank you for meeting with me this past week to discuss my candidacy with ABC Unified School District. I would like to reiterate my interest in working at DEF Middle School. After speaking with you, I can see how the classroom management skills I developed at XYZ School would enable me to make an effective contribution at ABC.

I enjoyed discussing the mathematics program with you, and was highly impressed with how ABC has developed its unique approach to educating middle level students. In addition, I enjoyed sharing our mutual interest in underwater basket weaving and love of ping-pong.

I look forward to the next step in the interviewing process and will call you, as we discussed, in two weeks to follow up on my candidacy. Thank you again for your consideration. I look forward to speaking with you soon.

Sincerely,

KimTukwut

Kim Tukwut

F. The placement file

One important item in your job search packet is your set of reference letters. All districts will require you to submit a specified number of reference letters or what the district may call a placement file. In the past, placement files were always managed by your college or university. Now "self-managed" placement files are the accepted practice. Your self-managed placement file will include the following:

- Current resume.
- Copies of 3-5 letters of recommendation (on letterhead).
- Student teaching evaluation summaries (beginning and advanced).
- (Keep your originals and submit copies).

Although not part of the package that is referred to as the placement file, you will also submit various other documents to the school district as part of your application. These may vary by district but typically include:

- Unofficial copy of transcripts (note: some districts may require official transcripts).
- CBEST, CSET and other applicable test results.
- Fingerprint and security clearance.

Some important guidelines to follow:

- Retain a copy of everything in your file -- things can get lost!
- Submit copies of documents, along with any other application materials, in a folder or large envelope with your name clearly printed on it.
- Your file is a professional tool for you. It must be neat and organized.
- Ask individuals who can attest to your ability to work with students to write your letters of recommendation. (e.g., a previous employer, principal, mentor teacher, faculty member, etc.)
- Give the person writing a letter of recommendation as much time as possible to write the letter. Provide helpful hints as to what you want them to mention and provide a self-addressed, stamped envelope.

If you have any questions or would like to have your self-managed placement file reviewed by a career counselor, please contact the Career Center in Craven Hall 1400 or call (760) 750-4900.

G. Portfolios, both paper and electronic

What is a Portfolio?

A career portfolio for educators is a job search tool that documents your experiences, training and preparation, skills, and accomplishments. Developing a portfolio provides candidates with a way to assess themselves as professionals, and concretely demonstrate their work potential. The creation of a portfolio is a dynamic, fluid process, not a one time project.

What Should Be Included?

The purpose of the portfolio is "getting a job," so the collection should be a dossier of your very best work and greatest accomplishments. The portfolio for educators should paint a picture of you as a candidate and may include:

- Resume
- Transcripts from all colleges attended (ask if official transcripts are required)
- Test scores
- Lesson plans
- Sample student work
- Certificates
- Photographs (permission needed for pictures of students)
- Evaluations
- Philosophy statement
- Professional development plans
- Letters of recommendation

There is no magical list of items that must be included or is appropriate for every occasion, but include only the most relevant items. The best portfolio will be tailored for each interview.

What About Organization and Format?

There are a number of ways to organize a professional portfolio. The portfolio may be organized by chronology, function, or themes. You should select a format that matches the story you are trying to tell. It is important to assess the skill and performance standards required in the targeted position and to evaluate how your experiences, skills, accomplishments, and characteristics show that you are a good match with those requirements. The most commonly used portfolio is a three-ring binder with sheet protectors and tabbed dividers. Sections should be labeled so that specific pages are easy to find when needed.

Is there an Electronic Option?

Technology has also ventured into the portfolio arena. Those candidates who are technologically adept may choose to maintain an electronic portfolio. Electronic portfolios may be created using various formats, including PowerPoint presentations or even your own website. Many student teachers have used TaskStream for their academic portfolios, but have found these too cumbersome for their career portfolios. In creating their electronic portfolios, candidates will want to follow the same guidelines suggested for the hard copy portfolio.

How and When Is the Portfolio Used in the Job Search?

Although not all school districts incorporate portfolios into the formal hiring process, the number using them is increasing. A portfolio is used effectively as a visual aid during an interview to illustrate the message you are trying to convey. Whether or not you have the opportunity to show your portfolio during interviews, you will find having a portfolio very useful in your job search. Candidates who have gone through the process of portfolio development tend to present themselves more effectively during interviews because of the level of organization and analysis demanded by the process.

Finally, to avoid awkwardness in using a portfolio, practice presenting it during a mock interview. Consult with peers and mentors to get their reactions prior to formal interviews. If your portfolio proves to be an effective visual aid, utilize it to prove that you are the best candidate available!

STRATEGY #2 RESEARCHING PROSPECTIVE EMPLOYERS

A. Matching your skills, interests, values and goals with the right school district

An important step to include in your job search is careful research. Gathering and comparing information will help ensure satisfaction in achieving a meaningful career in a district that is a good match. Information you need to gather includes:

- Philosophy of the district's current educational system, teaching methods, and restructuring
- Type of curriculum being implemented in the classroom
- Socioeconomic level/ethnic breakdown of students in district and individual schools
- Location of district and service area
- Size of district and growth trends
- Average classroom size and support services
- Age of district and condition of facilities and equipment
- Proximity to cultural advantages and entertainment sources—basic community information
- Availability of university studies or extension sources
- Benefits including health insurance, sick leave, etc.
- Cost of living
- Salary schedule

Once you have gathered information about some prospective districts, evaluate the information carefully to determine which employers are the best match for you. You may want to ask yourself some of the following questions:

- Does their philosophy and mission reflect my own?
- What type of curriculum instruction is most important to me?
- Where do I want to live or work geographically, or is that important to me at all?
- What type of programs appeal to me (traditional, year-round, self-contained, charter, alternative, experimental school)?
- What grade level(s) or subject area(s) do I want to teach?
- Am I more comfortable/productive in a certain type of setting (socioeconomic and ethnic areas, city, suburban, or rural)?
- What types of resources do I want my school district to have (media centers, libraries, computers, athletic equipment, etc.)?
- What size district is best for me?

SPECIAL TIP: *You can never learn too much about a school district. Do your homework before you apply!*

Sources for finding this information include:

- School board meetings
- County education offices
- CSUSM Career Center Resource Library/Lab
- CSUSM student teaching experience
- CSUSM alumni who have taught in the district
- District personnel offices
- Employees of the district
- Family members of students in the districts
- Internet (some specific websites follow in Section B)
- Local newspapers
- School directories - public, private, state and county
- State Department of Education
- Teacher Career Fair (see Teacher Fairs section for more information)

B. Searching the internet to obtain district information

The internet is the most dynamic way for you to learn about districts and teaching opportunities. The following is a list of a few of the sites available online.

Internet Websites:

- CSUSM Career Center
www.csusm.edu/careers
- American Assn for Employment in Education
www.aeee.org
- California Department of Education
<http://www.cde.ca.gov>
- Catholic Schools Online
<http://www.catholicusa.com/>
- Education Week - Top School Jobs
www.topschooljobs.com/
- Education World: World School Directory
www.education-world.com/regional/k12_schools/
- Ed Zapp
www.edzapp.com
- Great Schools
<http://www.greatschools.com>
- K12 Jobs
www.k12jobs.com/
- San Diego County Office of Education
www.sdcoe.k12.ca.us
- Schools Online
www.school-1.net
- Southern California Teacher Recruitment Center
www.teachsocal.org
- Teach California
www.teachcalifornia.org
- Teach for America
www.teachforamerica.org
- Teachers Support Network
www.teachersupportnetwork.com
- Teachers Teachers
www.teachers-teachers.com
- US Teach
www.usteach.com/

STRATEGY #3 JOB SEARCH TECHNIQUES

A. Launching a full-scale marketing campaign

Develop a plan of attack:

Establish job search goals each week such as:

- Prepare your resume and cover letter template, and have them critiqued at the Career Center.
- Develop a cover letter format. Send a cover letter whenever mailing your resume.
- Prepare a list of references.
- Start your self-managed placement file (see page 11).
- Create a contact list of district personnel, family, friends and/or professionals in the field.
- Research school districts of interest thoroughly.

You may search for information using four options:

1. Attend a teacher career fair and make contact with numerous districts at once.
2. Visit an individual district office in person.
3. Contact an individual district office by telephone.
4. Inquire at an individual district office by email or mail.

There are two basic approaches in an organized job search:

1. Ask about anticipated openings.
2. Apply for specific position openings.

Here's what you need to ask:

- What is the proper procedure for applying to the district (online or paper)?
- What are the deadlines for filing an application?
- What materials will they need from you to be considered for a teaching position? (application, resume, references, test scores, transcripts, health clearance, FBI fingerprint clearance, etc.)
- What can you tell me about the interview process?
- Request where you might find information on their philosophy of education, mission, salary schedule (much of this may be on their website, so look there first before you ask!)

SPECIAL TIP: No two districts are alike. They have different hiring processes and schedules, so do your homework.

Making the most of your student teaching:

A positive student teaching experience may provide you with the experience and contacts you need to secure a permanent teaching position.

1. Maximize your opportunities by giving 100 percent of your ability and enthusiasm every day in the classroom.
2. Draw on the expertise of your master teacher, university supervisor, and other professionals at the school.
3. Get to know your principal.
4. Interact with parents as much as possible.
5. Participate in extracurricular activities at your school.
6. Gain multicultural experience.
7. Keep a teaching diary throughout your student teaching experience.
8. Prepare a portfolio.
9. Request letters of recommendation.
10. Write thank-you notes to your master teacher, principal and other professionals at your student teaching site.

Making the most of your substitute teaching:

As challenging as they may be, a positive substitute teaching experience may also lead to a permanent teaching position.

1. Always arrive early to prepare for the day.
2. Dress professionally. (Keep comfortable shoes on hand for PE or recess duty.)
3. Get acquainted with the secretary, custodian, staff members, and principal.
4. Follow the teacher's lesson plans to the letter (if at all possible).
5. Be overly prepared and always have an alternate plan in your "bag of tricks."
6. Know what the discipline standards are for the class and set down your expectations in the first two minutes. Be consistent.
7. Take the time after class to put things in order for the teacher's return and leave a note for the teacher on the progress of the day.
8. At the end of your assignment, touch base with the secretary or principal.
9. Ask the office or a teaching colleague for a copy of the student handbook or list of school rules.
10. Establish rapport and seek assistance from any instructional aide or assistant in the class. Get them on your side.
11. Don't gossip about the class in the teachers' lounge for others to hear.
12. Seek information from your neighboring colleagues, if time permits, during breaks in the day.

ORGANIZING YOUR JOB SEARCH

Get organized and maintain a contact sheet to keep track of important follow-up information.

Job Search Contact Sheet

School District	Address & Phone	Contact Person	Type/Date of Contact				Action Needed
			Letter	Resource	Interview	Phone	

NOTE: It is very important to follow up with a thank-you note after an interview or receiving assistance in the job search.

B. How to job search out of the area

The World is your Marketplace - International Job Search:

The world really is your job market. Opportunities to teach in international schools continue to grow. However, the sponsorship and types of schools vary significantly. International schools are sponsored by governmental agencies, business agencies or individuals, for profit or non-profit. Similar to U.S. schools, most international schools hire certified teachers. Certification in multiple areas is highly valued and the ability to coach sports or assist in extra-curricular activities is highly sought after.

Some schools prefer candidates with two years of successful teaching experience. International travel and knowledge of a foreign language will give candidates a competitive edge. Housing is an issue to employers, so you will find some jobs reserved for married couples or "teams."

Personal characteristics most desired include:

- Adaptability
- Emotional stability
- Excellent physical health
- Flexibility
- Independent spirit
- Maturity
- Respect for cultural differences

Some tips for success include:

- Start the process early.
- Research countries and specific schools.
- Write directly to schools.
- Register with international educational services.
- Correspond with administrators prior to attending international recruiting fairs.
- Apply again if not successful the first year.

Exciting adventures await the educator who wishes to travel afar and experience the world!

International Job Search Resources:

European Council of International Schools
21B Levant Street
Petersfield Hampshire GU32 3EL England
North American Office (908) 903-0552

Fulbright Teacher Exchange
Bureau of Educational and Cultural Affairs
U.S. Information Agency, Room 353, E/ASX
301-4th Street, SW
Washington, DC 20547
(202) 619-4555

International Schools Services (ISS)
15 Roszel Road, P.O. Box 5910
Princeton, NJ 08543
(609) 452-0990
Fax: (609) 452-2690
www.iss.edu

U.S. Department of Defense
Office of Dependents Schools
Recruitment/Assignment Section
4040 North Fairfax Drive, 6th Floor
Arlington, VA 22203-1635
(703) 696-3054
www.dodea.edu

U.S. Department of State
Office of Overseas School
P.O. Box 5910
Rm 245, SA29 A/OS
Washington, DC 20522-2902
(703) 875-7977
www.state.gov/m/a/os/

U.S. Peace Corps Recruiting Office
1990 K Street, NW, Suite 9102
Washington, DC 20256
(800) 424-8580
www.peacecorps.gov

University of Northern Iowa
Overseas Placement Service for Educators
Student Services Center #19
Cedar Falls, IA 50614-0390
(319) 273-2083
www.uni.edu/placement/overseas/

TIE: The International Educator
Overseas Schools Assistance Corp.
P.O. Box 513
Cummaquid, MA 02637
(508) 362-1414
www.tieonline.com
(log in: csusm, password: 4900)

Job Search in Other States:

A teaching certificate is valid only in the state for which it is issued since certification and testing requirements vary widely. If you are planning to relocate to another state, you should contact that state's Department of Education. Directory information is available on the following websites:

U.S. Department of Education:
State and Territories Teacher Certification Offices
<http://wdcrobcolp01.ed.gov/Programs/EROD/index.cfm>

California Commission on Teacher Credentialing
<http://www.ctc.ca.gov>

When you write or call the state certification office, indicate the type of certificate you will receive from your current state, which national tests you have taken, and request application materials and procedures for obtaining certification in the new state. Another source of information about certification requirements is the school district to which you apply.

C. How to be successful at Teacher Career Fairs

Teacher Career Fairs are great "one stop shops" for school district research and job search. For information about the CSUSM Teacher Career Fair and other teacher recruitment events, contact the Career Center.

Special Tips For Fair Success:

- Check with the host organization (usually on their website) to find out who will be attending the fair.
- Complete any necessary forms prior to attending (to avoid waiting in additional lines).
- **Bring multiple copies of your resume** to the fair.
- **Dress in professional attire** (a suit!) with a clean and well groomed appearance.
- **Arrive early** to orient yourself to the facility.
- Check in at the candidate registration table upon arrival.
- As you approach the school district's table, establish good eye contact, present a firm handshake, introduce yourself with confidence and smile!
- Be prepared to ask a few standard questions (researching the district website in advance helps).
- At the end of the mini-interview, offer a firm handshake and express your appreciation using the interviewer's name.
- Visit with as many representatives as possible, especially those from districts outside of the local area! All school districts are not alike; this is your chance to really shop around!
- Within 24 hours, send or email thank-you notes to recruiters from districts that interested you (collect business cards for contact information if you can).
- If the line at the district table is very long, it may be more efficient to select another school.
- Be sure to follow any instructions that may be given and check back with the district regularly.

SPECIAL TIP: Follow-up! Follow-up! Follow-up! Make a habit of contacting the district periodically.

Be Ready To Ask Questions:

The school district representatives want to talk with you. Approach them and have at least three generic questions you can ask anyone. Be the initiator.

- What open positions do you anticipate having this year?
- What hiring do you plan to do in the next three to four months?
- What types of people do you hire?
- Are you looking for someone with my credential and practical experience?
- What types of people are successful in your school district?
- How does your district support beginning teachers?
- What direction do you see your district going (growing)?
- I want to teach _____. Who should I talk to in your school district?
- What made you choose your school district?

STRATEGY #4 EFFECTIVE INTERVIEWING

A. Preparing for the interview

- Attend the Career Center workshops
- Sign-up for mock-interviews
- When the call for an interview comes, get as much information as possible. When? Where? Who will be interviewing me? For what school and grade level or subject area is this interview?
- Do your homework: complete in depth research on the internet and review your materials. You can never know **too much** about a school district.

B. Types of interviews

There are several different types of interviews which you may encounter while seeking employment. These are:

- One to One: One interviewer interviews an applicant.
- Panel: Several interviewers interview an applicant.
- Group: More than one applicant interviewed at one time.
- Stress: An interviewer deliberately puts the applicant under stress to determine the applicant's ability to handle pressure.
- Screening: An initial interview not intended to result in a job offer, but simply to refer potential applicants to a second in-depth interview. Most on-campus interviews are screening interviews.
- Follow-up or Second Interview: A more in-depth interview, often conducted at the school or district office. May be as short as one hour or may last an entire day, with tours, lunch, information sessions and other activities.

The three basic areas covered in the interview are:

- Introduction
- Discussion of Qualifications and Goals
- The Closing

Introduction:

The introduction establishes a rapport between you and the interviewer. Although the conversation may seem trivial during this part of the interview, it provides the interviewer with a first impression through your appearance, manner, and personal energy. Show enthusiasm for the job and interest in the employers' organization. A good handshake, a smile and direct eye contact are essential.

Discussion of Qualifications and Goals:

This portion of the interview is to communicate your skills, experience, goals and other qualifying attributes. The employer's questions will be designed to elicit this information. Your responses will help the interviewer to assess your communication skills, self-confidence, judgement, and preparation for the interview. Generally, the questions will center around three topics:

- What are your goals?
- What are your skills and qualifications?
- What personal qualities do you have that will contribute to your success?

The employer is looking for skills and qualifications that fit the position and personal qualities that are required for success in the job, as well as goals appropriate to the organization.

The Closing:

Summarize your strengths and interests. Ask how and when the employer will be in touch with you. During this time, be sure to ask for a business card which will give you the name and address of the interviewer for a follow-up letter. A brief, typewritten thank-you note should be sent to the interviewer shortly after your interview. Thank the interviewer for the opportunity to interview with the organization, expressing your interest in the position and desire to hear from them soon.

Additional Tips:

- Bring your resume and/or portfolio to the interview.
- Arrive early. Allow extra time for unexpected situations, such as difficulty in finding a parking space.
- Don't answer interview questions you don't understand. It is acceptable to ask for clarification.
- Take time in the interview to organize your thoughts before responding. Thoughtful and thorough replies are more impressive than immediate answers that miss the mark.

Additional Tips: (continued)

- In preparing for the interview, practice phrasing responses orally. Research shows that this technique brings the best results.
- In responding to general or open-ended questions such as "Tell me about yourself," discuss aspects of yourself that are related to the job. Examples might include your academic background, related work experience, activities and interests that pertain to the job, or personal qualities valued by the potential employer.
- Don't bring up salary or benefits in the initial interview; however, if your interviewer brings up these issues, they're okay to discuss. Gather salary data on the employer beforehand.

C. Interview questions from both sides of the table

SPECIAL TIP: *There will always be questions focusing on Curriculum, Classroom Management and Discipline.*

Specific Interview:

- Where would you like to be in your career in 5 years? 10 years?
- What reading/math programs have you had experience in?
- What was your most rewarding experience as a student teacher?
- What was your most successful lesson presentation? Why do you think it was successful?
- What do you think is the value in teaching (subject) to students?
- Give me a rough curriculum outline for your _____ program? (Include textbooks, field trips, subject content, etc.).
- Why do you wish to teach in this district?
- Do you have any questions to ask me?
- What are some of the things you would like to do with your class the first day of the new school year?
- What has your experience been in teaching reading in a multicultural situation?
- Explain the approach you would take in teaching reading to the gifted compared to your approach with those needing remediation.
- How would you set up a (Reading) Learning Center? What materials would you use?

Hypothetical Situations Interview:

- What type of _____ program would you set up if you were given complete responsibility for establishing a new program?
- How would you handle a student who continually talked during a lesson of yours even after you'd asked him/her to settle down?
- Suppose you had a few students in your class who spoke Spanish and very little English and couldn't read English--how would you teach them?
- What type of relationship would you like to establish with the parents of your students? How involved would you like them to be?
- What approach would you take with a parent over the low achievement of his/her child in your class?
- How would you teach _____ if, for the first 2 weeks of school, no textbooks were available to you?
- How do you feel about administrators and parents observing you in the classroom?

Psychology-type Interview:

- What is your philosophy of education?
- What kinds of things do you enjoy doing?
- What courses did you like best in college?
- How do you see your role as a teacher and your relationship with students?
- Why do you want to teach?
- What personal characteristics do you think are necessary for a competent teacher?
- What is your major weakness?
- What types of people seem to rub you the wrong way?
- Tell me about yourself.
- How do you handle criticism?
- What didn't you like about your most recent boss?
- What do you think is the most frustrating aspect of teaching?

General Interview:

- Did you enjoy your student teaching?
- What grade level do you prefer to teach?
- Would you be interested in team-teaching?
- Do you feel there is much value in extra-curricular activities?
- Would you be willing to advise and sponsor extra-curricular student activities?
- Did you get involved in extra-curricular activities during college?
- Can you accept criticism?
- Do you think you could fit into our school?
- Was your student teaching experience adequate?
- Do you plan to attain national certification?
- Does working with (minorities/parents/slow learners) bother you?
- Have you had any unusual problems with discipline?

Candidate Questions:

Near the end of the interview, you will have an opportunity to ask questions. Be sure your questions demonstrate the depth of your knowledge of the employer and the position. Questions should be prepared in advance while researching the employer but also may be generated by information received in the interview. Be prepared but flexible. You may also take this opportunity to communicate a job-related qualification or other important item which had not been previously discussed. You should have several questions in mind before you arrive for the interview.

- What are you looking for in a teacher?
- What is the teacher/student ratio in your district?
- Do you encourage teachers to earn advanced degrees?
- How many classes a day will I be expected to teach?
- Do you have teachers serving in areas for which they do not have full certification?
- What textbooks does the district use in this subject area?
- Do teachers participate in curriculum review and change?
- What support staff members are available to help students and teachers?
- How does the teaching staff support new teachers?
- How supportive of the school are the parents?
- How supportive is the community?
- Do your schools use teacher aides or parent volunteers?
- What allowances are provided for supplies and materials?
- Does the administration encourage field trips for students?
- How are teachers assigned to extra-curricular activities? Is compensation provided?
- What are prospects for future growth in this community and its schools?

Inquiry Area	Illegal Questions/Statements	Legal Questions/Statements
National Origin/Citizenship	<ul style="list-style-type: none"> • Are you a U.S. citizen? • Where were you/your parents born? • What is your "native tongue"? 	<ul style="list-style-type: none"> • Are you authorized to work in the United States? • What languages do you read/speak/write fluently? (This question is okay only if this ability is relevant to the performance of the job.)
Age	<ul style="list-style-type: none"> • How old are you? • When did you graduate? • What's your birth date? 	<ul style="list-style-type: none"> • Are you over the age of 18? • If hired can you show proof of age?
Marital/Family Status	<ul style="list-style-type: none"> • What's your marital status? • With whom do you live? • Do you plan to have a family? When? • How many kids do you have? • What are your child-care arrangements? 	<ul style="list-style-type: none"> • Would you be willing to relocate if necessary? • Would you be able and willing to travel as needed for the job? (This question is okay if it is asked of all applicants for the job.) • Would you be able and willing to work overtime as necessary? (This question is okay assuming it is asked of all applicants for the job.)
Affiliations	<ul style="list-style-type: none"> • What clubs or social organizations do you belong to? 	<ul style="list-style-type: none"> • List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Personal	<ul style="list-style-type: none"> • How tall are you? How much do you weigh? (Questions about height and weight are not acceptable unless minimum standards are essential for the safe performance of the job.) 	<ul style="list-style-type: none"> • Are you able to lift a 50-pound weight and carry it 100 yards, as that is part of the job? • Statement that photo may be required upon hire.
Disabilities	<ul style="list-style-type: none"> • Do you have any disabilities? • Please complete the following medical history. • Have you had any recent or past illnesses or operations? If yes, list them and give dates when these occurred. • What was the date of your last physical exam? • How's your family's health? • When did you lose your eyesight? How? • Do you need an accommodation to perform the job? (This question can be asked only after a job offer has been made.) 	<ul style="list-style-type: none"> • Are you able to perform the essential functions of this job? (This question is okay if the interviewer has thoroughly described the job.) • Can you demonstrate how you would perform the following job-related functions? • As part of the hiring process, you will be required to undergo a medical exam. (Exam results must be kept strictly confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations, based on exam results.)
Arrest Record	<ul style="list-style-type: none"> • Have you ever been arrested? 	<ul style="list-style-type: none"> • Have you ever been convicted of _____? (The crime named should be reasonably related to the performance of the job in question.)
Military	<ul style="list-style-type: none"> • If you've been in the military, were you honorably discharged? 	<ul style="list-style-type: none"> • In what branch of the Armed Forces did you serve? • What type of training or education did you receive in the military?

By Rochelle Kaplan, *Planning Job Choices: 2006*, National Association of Colleges and Employers (NACE)

D. STAR answers to questions

Try the STAR Answer system. Learn to use examples when you give answers.

QUESTION: "Tell me about something creative you've done to motivate students."

	<u>STAR Answer</u>	<u>Example</u>
S	Describe a Situation	When I was teaching 4 th grade math at XYZ School,
T	Describe a Task	I was assigned the instruction of fractions.
A	Describe the Action you took	To help the students learn fractions, I broke them into teams and developed a basketball game where every day they met to check and compute scores and choose strategies for the next day.
R	Describe the Result of your action	As a result, the students were very excited everyday to meet with their teammates to check and compute their scores and strategize about their picks for the following day. The students also did very well on the test administered at the end of the lesson.

E. How teacher candidates are evaluated in an interview

Cover letters, resumes, district application forms, letters of recommendation, transcripts and other application materials fulfill the district's application requirements and ultimately help get the job applicants an interview. Teacher candidates can maximize their chances for a teaching job interview by submitting paperwork that is neat, concise, relevant and complete. School districts look for certain types of information and for a level of quality that shows how teacher candidates have "packaged" themselves on paper. But in today's highly competitive job market teacher candidates can maximize their chances of being selected for a teaching position by understanding how they will be evaluated in a teaching interview and by preparing accordingly.

Most districts have specific questions and evaluation criteria for their recruiting efforts. To score high, a teacher candidate must articulate, concise, creative, enthusiastic, comprehensive answers in a variety of areas. The sum of these give a district an overall picture of an individual's capabilities. Present yourself as a professional. Project confidence.

The following is a summary of the most common areas in teacher position interviews:

Motivational Skills:

- Give specific examples of your use of motivational skills.
- List specific examples of how you motivate the class in general and specific individuals.
- Discuss how you motivate students in your lesson design approach and within your classroom management system.
- Describe appropriate use of motivational techniques.
- Explain how you establish and maintain high and consistent standards for achievement.

Classroom Management:

- Describe what method of classroom management you use as well as specifically how you apply it.
- Specifically outline how you apply classroom management methods on an individual and group basis.
- Have clear rules.
- State how you reinforce rules.
- Communicate how you work with parents.
- Maximize learning time as a goal.
- Describe how you utilize consequences.
- Discuss how you use class time effectively

Subject Area Knowledge/Management:

- Appear knowledgeable of your subject areas.
- Describe the key components of a particular subject program for your grade level.
- Describe how you teach essential skills and concepts, and integrate and overlap them.
- Keep track of goals and objectives
- Be familiar with the state curriculum guidelines for your area.
- Have experience developing curriculum.
- Teach critical thinking skills.
- Demonstrate organizational skills.

Additional Evaluation Factors:

- Bring any special skills or training to the school.
- Show work experience outside the teaching profession that can benefit your teaching.
- Have experience with or demonstrate sensitivity to cultural differences.
- Want to be involved in extracurricular or co-curricular activities.
- Have units acquired in other subjects or have more than one credential.
- Show an ability to discuss their philosophy of Education.
- Ask appropriate questions at the end of the interview.
- Discuss your interest and willingness to participate as a part of the "team."
- Demonstrate maturity.
- Show a positive, constructive attitude toward children, schools and public education.

Teacher candidates can maximize the chances of being selected for a teaching position by:

- Practicing your interviewing skills and by being aware of the types of questions that will be asked and how they will be evaluated.
- Organizing your responses to questions.
- Doing a self-assessment of your skills, knowledge, work, educational and life experiences.
- Being enthusiastic.
- Researching and learning as much as possible about the school district and its community.

F. How you can prepare yourself

Communication Skills:

- Communicate effectively throughout the interview.
- Describe how you will establish and maintain positive working relationships with parents, administrators, students and other teachers.
- Exhibit strong writing skills in the application materials or essay submitted during the interview.
- Describe how you solve difficult communication situations.
- Organize your responses effectively as you answer questions.
- Describe how you will contribute to healthy relationships.
- Recognize the principal's leadership.
- Demonstrate problem solving skills.

Lesson Planning:

- Have a practical systematic approach to teaching a lesson.
- Provide specific examples of each step in the lesson design approach.
- Keep track of essential skills and concepts.
- Describe how you relate material to student interest.

Teaching:

- Use teaching strategies that stimulate active participation.
- Describe lessons that are at the correct level.
- Describe effective use of questioning strategies.
- Appropriately outline how you would prepare for a particular unit or lesson.
- Demonstrate awareness of creative and teaching strategies.
- Describe the important elements of effective teaching.

Individualize Instruction:

- Describe various teaching strategies to maximize the learning potential of all students.
- Outline how you account for individual differences in academic learning and progress.
- Describe the use of various teaching techniques and questioning strategies to account for individual differences in learning styles and various cognitive levels.

Personal Attributes:

- Describe how you connect on an individual basis with children in your classroom.
- Exhibit enthusiasm.
- Demonstrate nurturing/caring attributes.
- Describe how you reinforce self-esteem in children.
- Dress appropriately for the interview.
- Be well groomed.

G. Interview appearance

The interview process is not the time to make a fashion statement. Look at the professional norm for the profession (not the everyday teaching norm). Clean and neat are a must. Appearance is not just what you wear, but how you handle yourself.

FROM TOP TO BOTTOM		
	WOMEN	MEN
HAIR	Neat, good cut, stay away from the messy, teased look. Long hair is best off the face. Simple hair ornaments.	Neatly trimmed neck, sideburns and facial hair. Good cut.
MAKE-UP	Natural make-up.	Not advised.
JEWELRY	Simple, not distracting. Remove all facial piercings and limit earrings to no more than two.	Slim style watch. Cuff links and tie tack are not necessary. Remove facial piercings.
BODY ART	Visible tattoos are not recommended.	
BODY ODOR	Breath mints or sprays are recommended. <u>No gum.</u> <u>No smoking.</u>	
	Perfumes should not be noticeable. Bathe and use deodorant.	After shave/cologne should not be noticeable. Bathe and use deodorant.
CLOTHES	Freshly laundered and pressed. Suits are highly recommended. Tailored styles. Light weight wool good for year round in Southern California. Stay away from wild trendy colors. Pick colors that look good on you.	
	Tailored blouses, not low cut or ruffled. Pantyhose a must, color should enhance total look. Skirt length should be comfortable for a variety of situations. Suit with slacks is acceptable for teaching positions.	White or pin-striped shirt. Ties should never be wider than jacket lapels. Dark socks, coordinating with suit color. Leather belt.
HANDS/FEET	Clean and trim fingernails. Polished shoes - no scuffs.	
	Practical shoes, not extremely high heels; closed toe and heel.	Hard sole shoes.
ACCESSORIES	Briefcase, satchel, desk folder or portfolio to hold extra copies of your resume or related work. Absolutely NO ringing or vibrating PDAs, cell phones or pagers.	
	Small purse (shoulder strap preferred).	Not recommended.