

CSUSM RESUME AND COVER LETTER GUIDE FOR EDUCATORS

The job search typically begins with your paper work, which often will determine a school or 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 less than 30 seconds reviewing your resume for the first time.....so it has to make a great impression. Remember that your resume is a marketing tool that describes you and highlights your assets.

Start with Content

- Your resume should show the employer why you stand out among the best candidates: emphasis your accomplishments!
- Put the most important information first and keep it concise (while providing important details).
- Use appropriate terminology or jargon for the profession; avoid slang or unclear abbreviations (i.e., CSUSM).
- Do not use borders, graphics or photos.
- Do not list past salaries, reference names and addresses, reasons for leaving past jobs, etc. on your resume.
- List information that you can clearly remember and are able to explain in detail to a prospective employer.
- Proofread everything! Have someone else review your resume. Grammatical, spelling, and punctuation errors will mean instant elimination. Submit your draft to the Career Center for a resume critique.

Listed below are items that should be included in your resume. However, they are not necessarily listed in the order in which they should 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 number where you can be reached or a message can be left during the day.

Career Objective (Optional)

- Although this is optional, it can be included to identify the position of specific type of job you are seeking.

Summary Statement (Optional)

- Summarize experience in a brief paragraph, and use a summary statement only if it is not redundant.

Education

- List certificates/credentials/degrees awarded, major/minor, college(s) attended, and graduation month and year.
- List your most recent credential or degree work first and proceed in reverse chronological order.
- Honors and academic achievements should be included; separate section may be created if you have received numerous awards.

Work Experience And Related Accomplishments

- Include clinical practice/student teaching and substitute teaching experience; also other classroom or education-related experiences. Describe the class population.
- List experience in reverse chronological order.
- List job title first, then organization name, city, and state locations, description of accomplishments, and month/year.
- Do not use personal pronouns such as "I," "me" or "my"; use short but descriptive phrases beginning with action verbs (see list) and emphasizing results.

Skills, Activities, Interests, or Affiliations Sections

- List school clubs, professional organizations, volunteer work, 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, fundraising, 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 (see resume sample) serve you best by providing more space?
- Does the bullet format in Mark Williams' resume (see resume sample) prove to be easier to read?

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 or scan well, and is of a heavier weight than normal typing paper. (Bond, linen, cotton or parchment paper is recommended.) When submitting hard copies, we suggest you purchase 9x12 envelopes in which to place all your application materials (without folding).

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</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</p> <p>Addressed Arbitrated Arranged Authored Corresponded Developed Directed Drafted Edited Enlisted Formulated Influenced Interpreted Lectured Mediated Moderated</p>	<p>Motivated Negotiated Persuaded Promoted Publicized Reconciled Recruited Spoke Translated Wrote</p> <p>RESEARCH</p> <p>Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified Inspected Interpreted Interviewed Investigated Organized Reviewed Summarized Surveyed Systematized</p> <p>TECHNICAL</p> <p>Assembled Built Calculated Computed Designed Devised Engineered Fabricated Maintained Operated Overhauled Programmed</p>	<p>Remodeled Repaired Solved Trained Upgraded</p> <p>TEACHING</p> <p>Adapted Advised Assessed Clarified Coached Communicated Coordinated Developed Enabled Encouraged Evaluated Explained Facilitated Guided Informed Initiated Instructed Persuaded Set Goals Stimulated Tested</p> <p>FINANCIAL</p> <p>Administered Allocated Analyzed Appraised Audited Balanced Budgeted Calculated Computed Developed Forecasted Managed Marketed</p>	<p>Planned Projected Procured Researched</p> <p>CREATIVE</p> <p>Acted Conceptualized Created Designed Developed Directed Established Fashioned Founded Illustrated Instituted Integrated Introduced Invented Originated Performed Planned Revitalized Shaped</p> <p>HELPING</p> <p>Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed Educated Expedited Facilitated Familiarized Guided Referred Rehabilitated Represented</p>	<p>CLERICAL OR DETAIL</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> <p>RESULTS ACHIEVED</p> <p>Adapted Attained Completed Contributed Cut Decreased Doubled Eliminated Established Expanded Furnished Implemented Improved Increased</p>	<p>Introduced Lowered Maintained Multiplied Opened Proposed Provided Raised Realized Recommended Reduced Revamped Revised Revitalized Risky Saved Simplified Sold Solved Stimulated Streamlined Strengthened Structured Submitted Succeeded Supported Transferred Tripled Trouble-shot Uncovered Unified Upgraded Utilized Widened Won</p>
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SAMPLE EDUCATION RESUMES

<p>SUSAN JOY 303 Schooldale Road, Escondido, California 92025 760-999-3333 sjoy@aol.com</p> <p>CREDENTIAL SB 2042 Multiple Subject Credential with a Bilingual Language Authorization: Spanish (May 20XX) Subject Matter Authorizations in English Added Authorization in Spanish <i>California State University San Marcos</i></p> <p>EDUCATION Bachelor of Arts in English (December 20XX) <i>California State University San Marcos</i></p> <p>TEACHING EXPERIENCE Student Teacher - Knob Hill Elementary School, San Marcos, California. Taught a multicultural fifth grade class. 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 writings, 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)</p> <p>Student Teacher - Alvin Dunn Elementary School, San Marcos, California. Taught a multilingual, 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)</p> <p>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 - Cities of San Diego and Escondido. (dates) Supervisor - Home Savings of Escondido. (dates)</p> <p>INTERESTS (include interests relevant to teaching) Oncology Unit Volunteer, Children's Hospital, San Diego, CA. Traveled to fourteen foreign countries on three continents. Extensive background and understanding of Hispanic culture. Currently enrolled in intensive Spanish language course.</p> <p>AFFILIATIONS San Diego Council on Literacy California Association for Bilingual Education</p>	<p>MARK L. WILLIAMS mwilliams@mail.com</p> <p>Temporary Address: (until May 1, 20XX) 1600 Real Road San Marcos, California 92069 (760) 324-8712</p> <p>Permanent Address: 414 Lincoln Avenue Ventura, California 90001 (213) 692-4000</p> <p>OBJECTIVE A secondary teaching position in mathematics and/or physical science</p> <p>CREDENTIALS SB 2042 Single Subject Credential, [list subject area(s)], with an English Learner Authorization California State University San Marcos May 20XX</p> <p>EDUCATION Bachelor of Arts Major: Mathematics, GPA: 3.9 Minor: Physical Science, GPA: 3.3 California State University San Marcos August 20XX</p> <p>EXPERIENCE Student Teacher (Clinical Practice) San Marcos High School, San Marcos, California. Spring 20XX</p> <ul style="list-style-type: none"> • 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. <p>Student Teacher (Clinical Practice) Fall 20XX</p> <ul style="list-style-type: none"> • Orange Glen High School, Escondido, California. • 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. <p>Teacher Assistant June - Dec. 20XX</p> <ul style="list-style-type: none"> • Muir Alternative School, San Diego, California. • Assisted classroom teacher in 11th grade calculus course. • Enriched student experience by developing learning games. • Chaperoned dances and field trips. <p>BACKGROUND</p> <ul style="list-style-type: none"> • Active in community affairs through the Community Involvement Board. • Volunteer work with Explorer Scout Troop (4 years). • Participant in high school athletics and college intramurals. • Store Manager - A Sporting Chance, Ventura, California (5 years).
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SAMPLE EDUCATION RESUMES

Sofia Profesor
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TEACHING EXPERIENCE

Teacher, Zamorano Elementary School, San Diego, California
Grade 5, 2008-2010; Grade 3-4, 2010--present

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

PROFESSIONAL DEVELOPMENT

- Workshop in Shared Decision Making, July 2012
- Emphasis on team development, strategies for implementation, and facilitation
- Conflict Management Seminar, June 2010
- Planning for student/staff training, program evaluation, records maintenance
- Conferences attended:
 - New Administrators Conference, 2012
 - National Administrators Conference, 2012
 - California Conference on At-Risk Students, 2011
 - International Reading Association Conferences, 2007-2011
 - California State University Conference on Students with Special Needs, 2009
 - Young Writer's Conference, Stanford University, 2007

REFERENCES

Career file available upon request.

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, 2012
California State University San Marcos

Graduate work (33 semester units) in Elementary Education, 2007-2008
California State University San Marcos

Bachelor of Arts in Liberal Studies, 2007
San Diego State University

LICENSURE

California Professional Administrative Services Credential
California Multiple Subject Teaching Credential
California Bilingual Language Authorization

ADMINISTRATIVE EXPERIENCE

Administrative Intern, San Diego City Schools, San Diego, California, Spring 2012
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

CREREDENTIALS FOR CSUSM EDUCATION RESUMES (as of Spring 2016)

Elementary

CREREDENTIAL	SB 2042 Multiple Subject Credential with an English Learner Authorization , May 2017 California State University San Marcos Subject Matter Authorizations: Social Science and Mathematics OR SB 2042 Single Subject: Social Science and Mathematics CSET: all sections passed , October 2016
EDUCATION	Bachelor of Arts in History , May 2016 California State University San Marcos

Elementary Bilingual

CREREDENTIAL	SB 2042 Multiple Subject Credential , May 2017 Bilingual Language Authorization: Spanish , May 2017 California State University San Marcos
EDUCATION	Bachelor of Arts in Liberal Studies , May 2016 California State University San Marcos

Middle Level

CREREDENTIAL	SB 2042 Multiple Subject Credential , May 2017 English Learner Authorization , May 2017 California State University San Marcos Subject Matter Authorizations: Mathematics OR SB 2042 Single Subject Credential: Mathematics , May 2017
EDUCATION	Advanced Study in Middle Level Education , May 2017 California State University San Marcos Bachelor of Science in Mathematics , May 2016 San Diego State University

Secondary

CREREDENTIAL	SB 2042 Single Subject Credential in Social Science with English Learner Authorization , May 2017 California State University San Marcos Subject Matter Authorization: Mathematics
EDUCATION	Bachelor of Arts in History , May 2016 Minor in Mathematics San Francisco State University

Special Education

CREREDENTIAL	Education Specialist: Mild/Moderate Disabilities Credential , May 2017 SB 2042 Multiple Subject Credential with English Learner Authorization , May 2016 California State University San Marcos
EDUCATION	Bachelor of Arts in Liberal Studies , May 2015 Depth of Study: Arts and Technology California State University San Marcos

***For specifics, consult your credential experts in the Student Services Center in
CSUSM School of Education, University Hall 422, 760.750.4277***

Online Resume Posting/Application Sites:

Cougar Jobs

www.csusm.edu/careers

A searchable database of job listings for employers, specifically targeting CSUSM students and alumni; includes a resume database. Registering also provides access to important announcements about hiring events for teachers and job announcements from schools and districts.

Ed-Join

www.edjoin.org

A searchable database of job postings in public education; candidates create a file with their employment documents, such as resumes, transcripts and letters of recommendation.

(See Online Resources at www.csusm.edu/careers for additional websites which may provide job postings.)

B. Sample Reference List

Create a reference list on a separate sheet of paper using the same heading format as you use on your resume.

JOE STUDENT	
999 College Avenue College Town, California 99999	(760) 999-1111 student002@csusm.edu
REFERENCES	
Dr. Nancy Smart, Professor, Psychology College of Arts & Sciences California State University San Marcos San Marcos, California 92096-0001 (760) 750-4145	
John Doe, Supervisor San Diego County Department of Social Welfare 1234 Main Street San Diego, California 92101 (619) 555-1111	
Jane Does, Director San Diego Fair Housing Council 5678 First Street San Diego, California 92101 (619) 555-2222	
Dr. Sharon Knowledge, Professor, Psychology College of Arts & Sciences California State University San Marcos San Marcos, California 92096-0001 (760) 750-4146	

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. It is also highly recommended that you send your resume and cover letter to the school site administrator (principal), mentioning that your application is on file at the district personnel office. The "To Whom It May Concern" salutation is not recommended 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.

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

GENERAL OUTLINE FOR A COVER LETTER

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

(Use same header as resume or)
Applicant's Mailing Address
Applicant's Phone Number

Date of Letter

Use complete title and address.

Employer's Name and Title
Organization Name
Address

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

Salutation:

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

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. 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 or whatever media you are using to illustrate relevant training, interests and experience. Request a meeting or an interview at the convenience of the employer. If you mention a specific time frame, be sure to honor your commitments.

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

Top and bottom margins should equal

Sincerely,

(Signature)

Your name typed

Enclosure

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

EDWARD "ED" COUGAR
P.O. Box 110, 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 clinical practice. 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. Combining STEM subjects with the arts is a passion of mine.

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 possibility of a meeting to further discuss my qualifications. I look forward to meeting you. Thank you for your consideration.

Sincerely,

(Signature)

Ed Cougar

Enclosure

D. Thank-you letters/Follow-up letters

A thank-you/follow-up letter is a professional way to maintain contact with an employer. This letter will assure the administrator 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., most recent transcripts, updated resume.
- Notifying the employer of a change of address or additional experience gained since submitting your application.

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% may 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. Choose the 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.
- **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, you may send your note to the head of the interview panel and request that your gratitude be conveyed to the committee. However it may not be obvious who the real decision-makers are. If you write to each person, 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.

Sample Typed Thank-you Note:

Your Return Address (or duplicate your resume header to use as a letterhead)

Month Day, Year

First Name Last Name, Title
Human Resources Department
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,

Kim Tukwut

Kim Tukwut