



DEPAUL
UNIVERSITY

CAREER CENTER



RESUME GUIDE

Creating Your Student Teaching Resume

This packet is intended to serve as a starting point for creating or improving your resume. It includes sample resumes, as well as best practices and helpful resources for developing a successful document.

DePaul University's Peer Career Advisors are available on a walk-in basis to assist you with creating and/or improving your resume. Inquire about Peer Career Advisor Program hours by calling the Career Center at (312) 362-8437 (Loop Campus) or (773) 325-7431 (Lincoln Park Campus).

Creating Your Student Teaching Resume

Before You Get Started:

Congratulations on your decision to teach! Your experiences are unique to your colleagues also pursuing their teaching degree. It's important to think of resumes as an "art" not a "science." Please use these materials as a useful guide as you develop your teaching resume but certainly leave room to consider your style, messaging of experiences, and tailoring of appropriate headers and titles. Be mindful that the teaching language found in the samples can be used to help you create your resume but be careful to craft your own wording and avoid exact duplication of samples.

Review the following to help you get started:

- Think about your greatest strengths as a professional and educator. What are they and how can you communicate these in a concrete way to reflect specific achievements and experiences in all of your teaching and non-teaching roles?
- Make a laundry list of all of the experiences (big or small) in each position you have had. Ask yourself not what your duties were but what achievements you accomplished
- Think about and identify some of the areas that you would like to enhance on your resume in order to be more marketable as a teacher. Explore volunteer and part-time opportunities that will allow you to grow your "teaching related experiences" header on your resume.
- Identify all opportunities to observe and connect with a variety of schools, ages, and community settings so you can continue to add these experiences to your resume.
- If you are new to the field and have limited experiences in education, spend time reflecting on your past and present experiences and identify opportunities you have had to train, research, mentor, collaborate, manage, develop events, organize database systems, etc.
- If you have limited volunteer or job experiences, think about a "course related" header you can add to your resume to show your knowledge of the subject you want to teach.
- Important Note: Make sure each section you include lists experiences from most recent to past – **reverse chronological order**.

Headers To Include on Teaching Resume:

- Please note that the following headers are the only mandatory sections that you need to have in this order on your teaching resume. All of the other sections in the optional section should be considered if you have experience in those areas to add.

Identification: Include your name, address, phone, and email address. If you have current and permanent addresses, list both. To make sure it stands out, your name should be printed in the largest font size used on the page but certainly not too oversized to look out of place.

Licensure: List your Professional Educator Licensure with the specific areas and grade level ranges you will be eligible to teach, and the date you expect to receive them.

Example:

Professional Educator License (PEL)

- Elementary Education (Self-Contained General Education), K-Grade 9
- Language Arts, middle school – grade 5 through grade 8

Education: List your college degree(s) in reverse chronological order, including school name, major(s), minor(s), city, and date(s) of graduation. If your G.P.A. is over a 3.0/4.0, you may want to include that as well. If you have not yet graduated, list the date you plan to graduate, indicating that the degree is “anticipated” or “expected.”

Examples:

Master of Education in Elementary Education, DePaul University, Chicago, IL, June 2013

Bachelor of Science in Physical Education, DePaul University, Chicago IL, June 2010

Options for Representing Your Experience

Your experience is the “heart” of your teaching resume and conveys to the reader your skills, values, interests, and achievements. On your teaching resume, this can be conveyed in a number of ways including:

- Teaching Related Experience
- Interactive Field Experience
- Volunteer Experience
- Professional Work Experience (non-teaching)

Explore all of the options below and consider where you have the strongest teaching experiences. Whether you are transitioning to the field of education or have had many experiences working and teaching students, these are important sections of your resume that you should explore and identify if you have had experiences to add. Think about the most rich, concrete, experiences in each area. You may have more than one of these sections on your resume. As always, convey the strongest, most relevant, experiences in each area.

Teaching Related Experience: Highlight paid or unpaid work experiences through which you have gained skills and knowledge that will be useful to you as a teacher-in-training. This may include work such as a camp counselor, tutor, coach or other similar roles. For each position, include a header that specifies the position title, employer, location, and dates. It is also a good idea to draw attention to the position title:

Examples: *Camp Counselor*, Sunny Hill Day Camp, Hometown, MI, Summer 2005
 Teacher’s Aide, ABC Preschool, Park Forest, IL, January 2004-August 2006
 Nanny, Hollister Family, Chicago, IL, March 2006-Present

Important Note: Keep in mind that it is important to add in this section the most teaching related experiences that you have had. If you have experiences training or mentoring someone in a retail experience or other administrative position then that would go under “professional experience” section as a great transferable skill.

Under each position, list approximately 1-5 bulleted accomplishment statements. Ideally, these statements should explain what you did in the position, how you did it, and the results of your actions. Quantify your accomplishments whenever possible and avoid the use of personal pronouns (I, my, we, etc.). Also, try to start each bullet point with an action verb.

Examples:

- Reinforced importance of academics by hosting study sessions for players following team practice
- Taught basic ecology principles to campers during daily nature walks and writing reflections
- Tutored an eighth grade student in pre-algebra which resulted in improvement in grades from a C to a B+ over the course of a year

Interactive Field Experience: Provide a snapshot of what you learned and how you contributed to the classes you observed. Include the grades you worked with and specific experiences that can highlight your skills. Make sure to focus on those experiences in which you played an active role with students.

Examples:

- Questioned students to ensure they understood the major concepts of the Geometry and Algebra lessons
- Presented autobiography media project to students to encourage them on their journeys as young adults
- Worked individually with students to develop math skills through interactive games

Volunteer Experience: Identify experiences that you have had in brief one day events to extended opportunities in which you have supported communities and populations on a particular area of interest. Experiences can range from volunteer efforts with religious organizations, community outreach, events with your current employer, walkathons, fundraising, collaborate volunteer efforts with clubs, etc.

Work Experience (or Professional Experience): While principals will be most interested in your teaching related experience, you may want to include relevant accomplishments in other industries. Think about efforts you made to train, manage, collaborate, develop programs, or speak to large audiences of people. The key is to focus on skills that are transferable to a classroom setting. You will want to keep this section lean if you include it in order to focus on teaching experiences for the rest of your teaching resume.

Examples:

- Manage benefit enrollment process for all new hires; communicate company benefits plans, and assess common questions during orientation to improve presentation content.
- Trained new employees in auditing and analytical processes.
- Provided strategic direction during marketing communication plan development and in preparation for national launches
- Designed a new Excel database for investments and reduced process time by 2.5 hours/day

Other Headers to Consider for Teaching Resume

There are many other headers and sections of your resume that you might consider adding based on your experience. Always ask yourself what might round out your teaching experience and add an additional appeal to the reader as a teaching candidate. Below are a few samples of additional headers to consider:

Honors and Activities: Include impressive honors, such as Dean's List, Phi Delta Kappa, and scholarships, as well as activities related to teaching.

Special Skills and Interests: Highlight skills that would be useful to a teacher in today's world. These might include the ability to speak a second language or proficiency in computer programs applicable to the classroom. It would also be helpful to include ways you would like to be a part of after-school activities.

Professional Development: List education related conferences and workshops that you have attended.

Professional Memberships: Demonstrate your commitment to your field and dedication to continuing education by listing any associations you belong to.

Study Abroad Experience: This can be an excellent section to include on your resume if you volunteer or participated in outreach, teaching, cultural excursions that could support your content area. Think about your role and what you contributed and gathered from study abroad.

Related Coursework: Especially if you are a secondary student, perhaps you have unique or advanced content courses you have taken that you would like to share with a principal. Think about courses that would make you stand out and appeal to a wide range of students.

Additional Experience: Other achievements, training, or skills that are marketable to include.

Resume Appearance and Mechanics:

☐ **Length:** With a few rare exceptions, student teachers and new teachers should keep their resume to 1 page. If you have difficulty paring down your resume, consider removing optional items that are not closely tied to teaching. Try to edit non-related teaching experience. Adding a second page will typically only be warranted once you possess several years of work experience. Always ask yourself if the experience listed will enhance your experiences in teaching and education.

☐ **Margins:** Make your resume visually attractive. Use white space to allow the reader's eye to rest. Using .8 inch to 1.5 inch margins is recommended.

☐ **Font:** Use a font that is easy to read and will allow the reader to scan for key words. Times New Roman, Arial, and Courier New are good choices. A 10-12 point font size is recommended.

☐ **Paper Quality:** Use a high quality paper stock (24-32 lb, 25% cotton fiber, 8-1/2 x 11) when mailing your resume or bringing one to an interview. Use the same paper for cover letters and thank you letters. White, ivory, or light grey are good choices. Always remember to have a classic, professional look to resume.

□ **Consistency:** Keep the formatting consistent throughout your resume. For example, if you chose to bold a job title, make sure you bold every job title. Also, make sure that all of your bullet points, section headers, etc. line up neatly on the page.

□ **Accuracy:** Your resume, and all other job search materials, must be 100% error free. Be sure to carefully read through your resume, checking grammar, spelling, and punctuation. Have 2-3 people proofread it as well.

Career Center Resources and Support:

The Career Center offers several options for getting help in creating and perfecting your resume. Take advantage of one or more of the following services available to students and alumni:

□ **Career Advising:** Jen Fleming, the Career Center's Career Specialist serving the School of Education, is available to meet with students and alumni by appointment. Advising sessions can cover a variety of topics, including resume development, job search strategies, interviewing skills, and other career related concerns.

To schedule an appointment, contact the Career Center's Lincoln Park Campus office directly at (773) 325-7431. If you are unable to come in to the office, resumes can be critiqued and questions answered via email by contacting Jen at jfleming6@depaul.edu.

□ **Peer Career Advising:** Peer Career Advisors are students who have been specially trained to provide resume assistance and basic career services to the DePaul community. Peers are available on a walk-in basis during program hours. No appointment needed! To learn about their availability, call the Career Center at the campus you plan to visit:

Lincoln Park Campus - (773) 325-7431

Loop Campus - (312) 362-5597

Email Address: peercareeradvisor@depaul.edu

□ **Workshops and Events:** The Career Center offers several workshops that cover highlights on resume writing, interviewing, portfolio preparation, and job searching for teachers. There is also an off-site workshop series called Tours for Teachers. Workshop descriptions are below and current workshop offerings are in a separate attached included with this teaching resume packet:

Career Workshops

These workshops and events provide a tailored approach to strengthening skills, developing strategies, and best practices to search for positions within the education setting. Topics include resume and cover letter writing, portfolio preparation, job search and interviewing skills.

Beyond Boundaries Workshop Series

One-day off-site workshops introducing teaching and counseling roles in non-traditional settings in order to expand perspective of professional opportunities and ways to apply direct teaching and counseling skills to specialized populations.

Chat Clips Workshop Series

A series of topic-based workshops which offer students opportunities to think about trends and key topics in various fields of education and counseling. Guest speakers will share their perspective and engage participants through a partial video screening and group discussion.

Making the Grade – e-Portfolio Teacher Workshop

Teachers are encouraged to not only utilize technology in the classroom, but to demonstrate their knowledge and experience electronically throughout the job search process. Specifically, you will begin to outline tailored sections that speak to your strengths and create a signature look for your e-portfolio on the computer. You will learn about maintenance and updates, and most importantly, how to integrate your portfolio into the interview and job search process.

Tours for Teachers Workshop Series

This workshop series widens a new teacher's perspective of what different public, private, and alternative settings look like and how the mission and perspective of a type of school can support a deeper reflection of the job search and interview process for educators. Within each workshop in this series, current DePaul students have an opportunity to talk to a school administrator, tour the school, attend roundtable discussions with several teaching staff of the school, and participate in self-assessment resources.

Teacher's Lounge Workshop Series

Offered bi-quarterly, this workshop series investigates education trends, best practices, alternative teaching opportunities, and career development within the education profession through unique perspectives from various professionals and settings. Workshop offerings within this series will run bi-quarterly on Saturdays in a brunch format. Students will have an opportunity to hear a panel discussion, participate in a Q&A, and network with professionals.

The Teacher's Forum

The DePaul Career Center's annual Teacher's Forum offers new teachers the opportunity to gain critical skills and resources and network with principals and professionals in education. This one-day event is designed specifically for DePaul College of Education students who will complete or have completed their student teaching experience and will be looking forward to their first year of teaching.

Quick Queries Workshop Series

In-person workshops which feature open forum discussions on resume writing, cover letter, and interview skills for education and counseling students gearing up for the job searching season. Offered for those with limited time, these workshops are drop-in based in which resources are shared and questions explored.

You can register for these workshops and events through DePaul Experience in the calendar section under workshops by logging in at <http://depaul.experience.com>



DEPAUL UNIVERSITY

CAREER CENTER

Action Verbs

A

Achieved
Adapted
Advanced
Adjusted
Administered
Advised
Analyzed
Anticipated
Appreciated
Arranged
Appraised
Assessed
Assisted

B

Balanced
Budgeted

C

Calculated
Chaperoned
Charted
Checked
Clarified
Coached
Communicated
Completed
Compared
Conducted
Consulted
Controlled
Cooperated
Coordinated
Corresponded
Counseled
Created

D

Decided
Delivered
Defined
Designed
Detected
Determined
Demonstrated
Designed
Developed
Diagnosed
Directed

Disciplined
Displayed
Distributed
Documented
Drafted

E

Earned
Edited
Eliminated
Employed
Enacted
Encouraged
Enhanced
Enforced
Established
Examined
Evaluated
Explained

F

Facilitated
Followed Up
Fostered
Formulated
Fulfilled

G

Gained
Graded
Guided

H

Handled

I

Identified
Illustrated
Implemented
Improved
Improvised
Incorporated
Increased
Influenced
Informed
Inspired
Instituted
Instructed
Integrated
Interacted
Interpreted

Interviewed
Investigated
Involved

J

Judged

L

Lectured
Led
Located
Logged

M

Maintained
Managed
Mediated
Modified
Motivated

N

Negotiated

O

Observed
Obtained
Operated
Organized
Originated
Orchestrated

P

Participated
Planned
Performed
Persuaded
Planned
Predicted
Presented
Prepared
Prescribed
Prevented
Processed
Promoted
Proposed
Proved
Provided
Published

Q

Questioned

R

Realized
Received
Recommended
Recorded
Recognized
Redesigned
Referred
Reinforced
Related
Reorganized
Reported
Represented
Researched
Resolved
Reviewed
Revamped
Revised

S

Scheduled
Screened
Separated
Served
Selected
Simplified
Solved
Standardized
Stimulated
Strengthened
Structured
Substituted
Summarized
Supervised
Supported

T

Taught
Tested
Trained
Treated
Tutored
Translated

U

Utilized

V

Verified

Resume Components – Prepare to Enhance Teaching Experiences

Topics to reflect on to help generate achievements – have you had:

- Classroom management experience (ex. Classroom policy)
- Cross-Curriculum Experience
- Cooperative learning
- Curriculum development/lesson plans
- Working with diverse age groups, at-risk youth, ELL students (English Language Learner)
- Teaching Styles/Methods
- Standardized testing
- Use of assessment tools
- Use of theories, educational books, education exercises to encourage comprehension in subject
- Participation in faculty meetings
- Consulted with other staff/ (special education/reading specialist)
- Parental involvement
- Participation in the community
- Participation in after-school activities
- Use of community members/professionals
- How assessed learning
- Use of technology
- Resolution of problem solving
- Interesting techniques/innovative to engage and excite them in lesson plan/activity
- Field trips/special projects
- Use of contemporary stories, authors, news, etc. in teaching subjects

What About Buzz Words?

Think about teaching specific language and resources that you have used in your teaching. Here are a few to reflect on:

Multi-cultural instruction
Hands-on experiences
Team teaching
Thematic unit
Critical thinking
Literacy Circles
Guided Reading
DIBELS
Differentiated Instruction
Different learning styles

Interactive exercises
Interdisciplinary Projects
Manipulative
Student centers
Modified instruction
Peer teaching
Block Scheduling
Response to Intervention (RTI)
Cooperative Learning
Multiple intelligences

Common Core
Accountability

Important Points

Make sure to communicate achievement in your bulleted experiences: WHAT – WHO - RESULT

SAMPLE-PRIOR TO STUDENT TEACHING

ANNA CLARE AVILA

8542 Cannon Avenue • Chicago, IL 60622 • (773) 223-4411 • acavila@hotmail.com

LICENSURE

Professional Educator License (PEL), Expected June 2013

- **Elementary Education (Self-Contained General Education), kindergarten - Grade 9**
- **Mathematics, middle school – grade 5 through grade 8**

EDUCATION

Master of Education, DePaul University, Chicago, IL. Expected June 2013

- Golden Key honor society member.

Bachelor of Arts in Sociology, DePaul University, Chicago, IL. March 2010

TEACHING RELATED EXPERIENCE

Tutor, Upstart Tutoring Program, Willow Brook Elementary School, 4-6 Grades, Chicago, IL. Winter 2013

- Tutored a fourth grade student in math, focusing on multiplication which included sharing techniques of flash cards, math computer games, and teaching her math strategies for test-taking.
- Participated in mentor program which guided middle school students about high school setting.

INTERACTIVE FIELD EXPERIENCES

Williams Elementary School, 3rd Grade, Chicago, IL. October-November 2012

- Worked individually with students to improve reading, including vocabulary, fluency, and using words in the correct context.
- Supported small groups of students in reading centers, including reading independently and with a partner, word sorts, and writing prompts.

Ogden Elementary School, 4th Grade, Chicago, IL. April – May 2012

- Worked individually with an ESL student focusing on sight words, spelling, and context clues.
- Assisted teacher in facilitating spelling test, grading tests, and reviewing results with students

PROFESSIONAL EXPERIENCE

Jacobs Financial Group, Chicago, IL. September 2005 – 2012

Benefits Associate, November 2006 – 2012

- Manage benefit enrollment process for all new hires; communicate company benefits plans, and assess common questions during orientation to improve presentation content.
- Serve as a point of contact for employees regarding traditional and non-traditional benefit questions; act as liaison between employees and benefit vendors in resolving benefit and eligibility questions.
- Partnered with Recruiting Director to implement a new applicant tracking system within the year, including vendor analysis, conducting demos, and creating a formal RFP.

PROFESSIONAL INTERESTS

- Interested in participating in extracurricular activities such as journalism, theater, and college planning
- Interest in coaching; participated in High School Varsity Volleyball, Track, and Cross Country

Melissa Jones

1234 Edgebrook, Unit E2 ~ Wheaton, Illinois 60345 ~ (630) 211-1234 ~ mjones@yahoo.com

LICENSURE

Professional Educator License (PEL), Expected June 2013

- Elementary Education (Self-Contained General Education), kindergarten through Grade 9
- Mathematics, middle school, - grade 5 through grade 8

EDUCATION

Master of Education, expected June 2013

DePaul University, Chicago, Illinois, Cumulative GPA: 4.0/4.0

Bachelor of Science in Bioengineering, May 2010

Cum Laude and College of Engineering Honors

University of Illinois at Chicago, Cumulative GPA: 3.55/4.0

TEACHING RELATED EXPERIENCE

Presenter, Get-A-Grip Outreach Program Teacher, Fall 2011

University of Illinois at Chicago & Northwestern University, Bioengineering Department

- Presented students with a bioengineering design challenge to build a prosthetic arm
- Guided students in creating and building their prosthetic arm
- Evaluated student designs via a series of physical tests

Guest Teacher, Bioengineering Summer Camp Volunteer, Summer 2009

University of Illinois at Chicago, College of Engineering

- Hosted a bioengineering activity for high school students to incite an interest in engineering
- Assisted students in creating computer-operated robots and observed their robots compete

INTERACTIVE FIELD EXPERIENCES

Madison Middle School, , 6th Grade Science, Wheaton, Illinois, March 2012

- Instructed the class on how to conduct a science lab on buoyancy
- Managed the classroom while students administered the lab
- Questioned students to ensure they understood the major concepts of the lesson

Wilson Primary School, 1st & 2nd Grade Art, Medina, Illinois, February 2012

- Worked individually with students on clay animal sculpture and color wheel painting projects
- Designed a lesson plan that integrated art with reading, writing, and science

Wilson Primary School, 2nd Grade, Medina, Illinois, January 2012

- Conducted small-group guided reading sessions using a Ranger Rick book series on the ocean
- Wrote a guided reading lesson plan focused on fluency, comprehension, and vocabulary
- Worked individually with students as they researched a sea animal for a written report

RECOGNITIONS

Student Leadership Award, University of Illinois Alumni Association, 2009

College of Engineering Dean's List Member, University of Illinois at Chicago, 2008-2010

SBC Access to Excellence Scholarship, SBC Corporation, 2010

SPECIAL SKILLS & INTERESTS

Proficient with Microsoft Office, Adobe Software, and Dream Weaver

Plan to utilize technology resources to enhance learning in the classroom

Interested in leading math and technology clubs and curriculum writing

Participated in variety softball; Interested in coaching and Girls on the Run

SAMPLE-PRIOR TO STUDENT TEACHING

Elizabeth Marie Perez

1443 Oakwood Avenue ~ Forest Park, IL 60045 ~ 708.228.5521 ~emperez@aol.com

LICENSURE

Professional Educator License (PEL), Expected June 2010

- Elementary Education (Self-Contained General Education), kindergarten through grade 9
- Language Arts, middle school – grade 5 through grade 8

Education

Master of Education in Teaching and Learning, DePaul University, Chicago, IL., expected June 2010

Bachelor of Arts in Sociology, Northeastern Illinois University, Chicago, IL. December 2005

Teaching Related Experience

Substitute Teacher, Catherine Cook School, Grades K-5, Chicago, IL. Spring 2009

- Implemented lesson plans in areas of Mathematics, English, Reading and Social Studies.
- Guided students on the completion of various mathematics worksheets including domain/range, solving systems of equations, and finding perpendicular lines
- Executed classroom management through positive reinforcement and keeping students on task
- Developed “Plan B file” of activities for substitute teachers to be used for impromptu lesson plans

Preschool Teaching Assistant, Glenview Park District, Ages 4-5, Glenview, IL. 2007-2008

- Facilitated child-centered learning through creative activities and independent exploration
- Created an inviting and stimulating environment through thoughtful interactive classroom set-up
- Communicated with parents weekly to maintain communication of child’s progress

Senior Counselor, Summer at Latin, The Latin School, Pre-K, Chicago, IL. Summer 2007

- Developed lesson plans encouraging hands-on creativity, social skills, and analytical thinking
- Supervised group field trips to places such as Field Museum and Art Institute of Chicago Museum
- Created and Facilitated “All About Me” creative journals to encourage student exploration of interests

Interactive Field Experiences

Burley Elementary School, 4th grade, Chicago, IL. January 2010

- Designed and taught lesson for Reading Workshop in a Fourth Grade classroom
- Lesson focused on creating mental images as a reading strategy for comprehension

Perspectives Charter School, 6th grade, Chicago, IL. November 2009

- Created hands-on lesson for sixth grade science class on the phases of the moon
- Helped students constructs models of the moon and sun in order to understand the phases

Professional Memberships

- Member, International Reading Association, 2007-present

Professional Skills and Interests

- Strong experience in Word, Excel, PowerPoint, Dreamweaver, Access, Mobile Me
- Eager to participate in extracurricular activities such as Spanish, Drama, Journalism, Media/Film
- Participated in an intensive Spanish immersion program in Costa Rica, Spring 2005
- Multicultural approach using literature and interdisciplinary resources
- Utilize technology to enhance instruction and increase students’ critical thinking skills

SAMPLE-PRIOR TO STUDENT TEACHING

Caroline Baltman

*1135 56th Court; Lisle, IL 60016; 530-939-5330
cbaltman@gmail.com*

Licensure

Professional Educator License (PEL), Expected June 2013

- Chemistry and Biology, – Grade 9 through grade 12
- General Science, middle school – grade 6 through grade 8

Education

DePaul University; Chicago, IL

Bachelor of Science in Secondary Education Chemistry; expected June 2013

Anticipated Graduating GPA: 3.75 / 4.0; High Honor Roll; Deans list all quarters in attendance

Teaching Experience

Student Teacher: Wells High School; Grades, 11-12, Chicago IL; Spring 2013

- Facilitated learning of honors and regular chemistry for 3rd and 4th year students using student-centered lessons and activities
- Established acceptable classroom behavior guide with students' comments to minimize future class room management issues
- Discussed students' learning improvement and behavior in class with parents during the parent-teacher conference
- Utilized many student-centered learning techniques, including demonstrations, molecular model building, and discovery labs
- Devised a demonstration to connect acid-base reactions with the concept of limiting and excess reactants, related the demonstration to students' daily life, and allowed students to work in cooperative learning groups to analyze examples
- Created activities that show the relationship between chemistry concepts and everyday life to engage and motivate students
- Modified curriculum for a English Language Learner and various Special Education Students in the regular education classroom by translating the concepts in student's native language or by explaining the concepts in various simpler steps
- Assisted students with preparation for ACT and PSAT standardized testing by providing explanation for various scientific concepts while working on practice test questions and modeling various reading strategies
- Tutored students before, during, and after school
- Attended various workshops during the 8th Annual CPS Service-Learning Conference

Interactive Field Experience

Amundsen High School, Junior Chemistry, Chicago, IL; Fall 2012

- Observed regular, honors, and A.P. chemistry classes to better understand students' needs, implemented various activities and observed various classroom management techniques

Lane Technical High School; Sophomore Chemistry, Chicago, IL; Winter 2012

- Gained experience on various teaching methods by observing two teachers working with physics and chemistry classes

Williams Junior High School; 7th Grade Self Contained Science, Elmwood Park, IL; Fall 2010,

- Assisted a sixth grade class with an eco-system experiment, and demonstrated how to actively take notes and how to point out important information in assigned reading to one special education student during an active reading assignment

Skills and Interests

- Eager to sponsor various student organizations such as South Asian clubs and cultural awareness groups
- Fluent in Urdu and Hindi
- Interested in organizing after school science sessions to provide students with additional help
- Proficient with Microsoft Words, Excel, Power Point, and Graphic Analysis and Origin programs mostly used for physics, mathematics, and chemistry
- Interested in participating in drug abuse resistance programs and other health awareness programs

BAD RESUME SAMPLE – Aesthetic is too busy, lack of information, and consistency.

JAMES WALTON

2261 N. Broadview Apt 21
Chicago, IL 60615

Email: j.walton@gmail.com
Cell: (773) 885-7142

LICENSURE
<ul style="list-style-type: none">• Secondary Certificate Expected in Initial Science and Math
EDUCATION
Master of Science in Education, DePaul University, Chicago, IL, expected November 2009 <ul style="list-style-type: none">• GPA: 4.0 Bachelor of Science in Chemistry, University of Illinois at Urbana-Champaign, May 2006
TEACHING RELATED EXPERIENCE
Tutor, Lincoln Park High School, Chicago, IL, September 2007 - December 2007 <ul style="list-style-type: none">• Tutored students in various subjects
INTERACTIVE FIELD EXPERIENCE
<i>Gage Park High School, April-May 2007</i> <ul style="list-style-type: none">• <i>Assisted teachers with projects</i>• <i>Assisted students in an inclusion course</i>• Assisted students in a self-contained classroom with their final project
Walter Payton College Prep, September-October 2007 <ul style="list-style-type: none">• Assisted teacher with supervision of laboratory projects• Helped students in laboratory projects• Helped to refine students' laboratory techniques and critical thinking skills• Worked with small groups of students to aid comprehension of advanced chemistry concepts
SKILLS and Interests
<ul style="list-style-type: none">• Proficiency in Microsoft Word, Excel, and PowerPoint
HONORS AND SPECIAL ACCOMPLISHMENTS
<i>Educational:</i> <ul style="list-style-type: none">• <i>Illinois Future Teachers Corps Scholarship, 2007-2008</i>• <i>Dean's List, University of Illinois at Urbana-Champaign, Spring 2006</i>• <i>National Dean's List, 2003-2004</i>• <i>Brighton Arts Camp attendee: Summers 1998, 1999, 2000, and 2001 (Piano major)</i> <i>Community:</i> <ul style="list-style-type: none">• <i>Alpha Phi Omega, Alpha Alpha chapter (a co-educational service fraternity)</i> <i>Personal Interests:</i> <ul style="list-style-type: none">• <i>Piano (performance—18 years, accompaniment—9 years, chamber music—6 years)</i>

BAD SAMPLE – AFTER STUDENT TEACHING RESUME (Too bold, boxes, underline, etc.)

Rachel Elizabeth Wood

**1240 Williams Ave; Chicago, IL. 60685; 773.224.9879
rwood@depaul.edu**

Licensure

**Professional Educator License, Endorsed in English (9-12), Expected June 2008.
Endorsed in Middle School English**

Education

DePaul University, Chicago, IL.

- **Bachelor's of Arts in Secondary English Education, expected June 2008.**
- **Cumulative GPA: 3.8 / 4.0**

Teaching Experience

Student Teacher, Downers Grove North High School, Downers Grove, IL, Spring 2008

- **Design and implement student-centered lesson plans for three junior English classes.**
- **Collaborated with Special Education teacher to create resources for special needs students for reading projects**
- **Direct students in writing a research paper on a current world event.**

Writing Consultant, DePaul University's Center for Writing-Based Learning, Chicago, IL, September 2007 – March 2008

- **Provided direct writing consultations to undergraduate and graduate students.**
- **Helped students study literary criticism, write critical analysis essays, and revise their writing.**
- **Participated in a staff development meeting, helping me to effectively tutor a student with Asperger Syndrome.**

Reading Tutor, America Reads, Chicago, IL, January 2007 – March 2008

- **Tutored students K-8 in Chicago public and private schools.**
- **Taught students how to predict outcomes, analyze characters, draw conclusions, and interpret figurative language.**
- **Conducted ongoing student evaluations and reported them to the classroom teacher using a communiqué.**

Volunteer Writing Tutor, E.X.C.E.L. Academy, Chicago, IL, Fall 2007

- **Tutored at-risk high school students in writing for ten consecutive Saturdays.**
- **Introduced editing techniques, motivating students to become independent thinkers.**
- **Encouraged students to write about their moments of resilience and contribute their work to the Heroic Journey Project.**

Extracurricular Activities

Assistant Dance Instructor, Action Dance Studio, Oak Park, IL, August 2003 – June 2004

- **Choreographed weekly dance routines for preadolescent students in tap, ballet, jazz, and hip-hop.**

Awards & Honors

- **Nestle USA Scholarship**
- **River Forest Rotary Club Scholarship**
- **Phi Theta Kappa Scholarship**
- **Honor Scholar Program**

Skills & Interests

- **Fluent in both Polish and English.**
- **Proficient in Microsoft Word, PowerPoint, and Excel.**
- **Eager to participate in extracurricular activities such as newspaper, badminton, cheerleading, and/or dance.**

BAD SAMPLE – AFTER STUDENT TEACHING RESUME (Bad Example – vague experiences – not comprehensive enough)

Rachel Elizabeth Wood

1240 Williams Ave; Chicago, IL. 60685; 773.224.9879
rwood@depaul.edu

Licensure

- Professional Educator License, Endorsed in English (9-12), expected June 2008
Endorsed in Middle School

Education

DePaul University, Chicago, IL.

- Bachelor's of Arts in Secondary English Education, expected June 2008.
- Cumulative GPA: 3.8 / 4.0

Teaching Experience

Student Teacher, Downers Grove North High School, Downers Grove, IL, Spring 2008

- Design and implement student-centered lesson plans
- Conduct activities with students
- Maintained classroom management
- Observed report card pick up
- Tutor students on various subjects

Reading Tutor, America Reads, Chicago, IL, January 2007 – March 2008

- Tutored students K-8 in Chicago public and private schools.
- Taught students writing exercises
- Conducted ongoing student evaluations

Volunteer Writing Tutor, E.X.C.E.L. Academy, Chicago, IL, Fall 2007

- Tutored at-risk high school students
- Introduced editing techniques, motivating students to become independent thinkers.
- Encouraged students to write about daily life activities.

Peer Tutor, Triton College, River Forest, IL, March 2005 – May 2006

- Conducted individual and small group tutoring to undergraduates in literature, composition, and English as a Second Language.
- Introduced students with learning disabilities to time management and organization techniques.
- Selected as Tutor of the Month in April 2006.

Extracurricular Activities

Secretary, Student Education Association, River Forest, IL, March 2005 – May 2006

- Organized monthly chapter meetings and recorded meeting minutes.
- Invited speakers to discuss issues in education

Awards & Honors

- Nestle USA Scholarship
- River Forest Rotary Club Scholarship
- Phi Theta Kappa Scholarship
- Honor Scholar Program

Skills & Interests

- Proficient in Microsoft Word, PowerPoint, and Excel.