

# Welcome!

**Thank you for joining us today!**

We'd love to get to know a little about you!

- ▶ For those of you joining us via Zoom, please type in the chat:
- 1. If you are a student, staff/faculty or community member.
- 2. The CWU Campus or Center you are closest to, ie: Main Campus/Ellensburg, CWU-Yakima, CWU Online Student, etc.
- 3. What is your program of study/major (ie: Elementary Education, TESL, Sp.Ed. etc.)

# Resumes for Educators

**CWU Career Services**

# Understanding Yourself

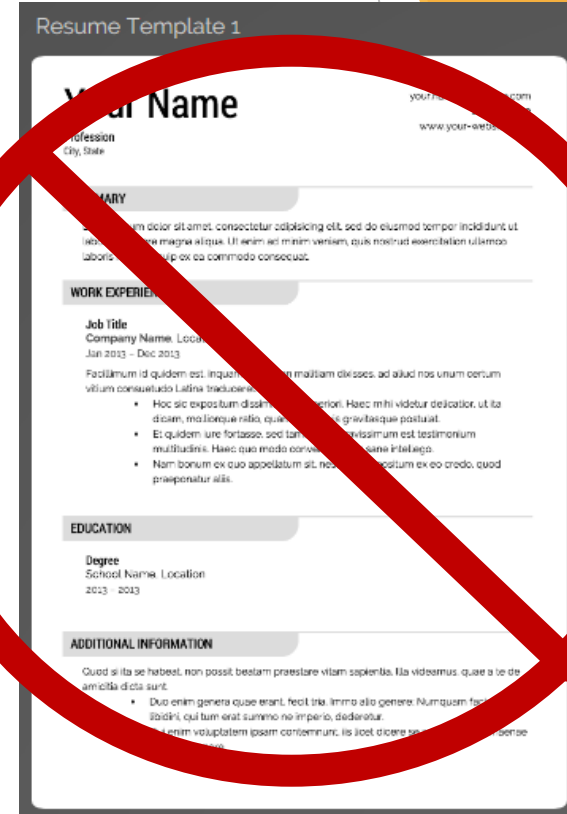
- Know know yourself – your interests, skills, values, motivations, achievements
- Create a record of your education & experience
- Know what kind of teaching position you want

# Understanding the Role

- Study position descriptions & requirements
- Research schools and districts of interest

# Starting Your Resume

- **Do NOT use an online resume template**
  - Fancy formatting, colors, fonts, and graphics are often not ATS friendly
- **Use a basic Word document with no extensive formatting, and include:**
  - Name & contact information
  - Education, clubs/organizations, certifications
  - Teaching experience, paid and volunteer work experience



## MARIA WILDCAT

509-555-1234 | m.wildcat@cwu.edu | www.linkedin.com/MariaWildcat

### EDUCATION

**Bachelor of Arts in Elementary Education** June 2022  
Minors: **Social Studies and Spanish**  
Central Washington University, Ellensburg, WA  
GPA: 3.8

### Honors / Activities

CWU College of Education and Professional Studies Scholarship 2020-2022  
Vice-President, Students of WA Education Association (SWEA) 2020-2021  
SOURCE presenter, "Factors on Student Motivation and Learning" May 2021  
Education Career Conference, Spokane, WA Feb 2021

### Certifications/Endorsements

Washington Elementary Teaching Certificate K-8 June 2022  
NES Subtest I & II March 2022  
First Aid/CPR, American Red Cross April 2021

### TEACHING EXPERIENCE

**Student Teaching**, Lincoln Elementary School, Ellensburg, WA April - June 2022

- Taught 25 multi-level 4th grade students in all areas of the curriculum
- Initiated creative writing in all content areas to strengthen reading and comprehension
- Assisted in re-evaluation of individual education plans including observation and parent conferences
- Utilized *Envision Math* curriculum by Scott Foresman-Addison Wesley
- Implemented Common Core State Standards during lesson planning and instruction
- Modeled the Charlotte Danielson Framework for teaching

**Field Experience**, Valley View Elementary, Ellensburg, WA Aug - Sept 2021

- Motivated twenty 2nd grade students by implementing an active learning environment and positive classroom management strategies
- Contributed to planning, development and integration of thematic units across curriculum

### RELATED EXPERIENCE

**Tutor**, Youth Unlimited, Ellensburg, WA Aug 2020 - May 2021

- Supervised 4th grade learning groups of twenty students at after-school program

**Reading Volunteer**, Mt. Stuart Elementary School, Ellensburg, WA Oct 2018 - June 2019

- Read to first grade bilingual children once a week

**Daycare Provider**, Kid's Kare, Ellensburg, WA May 2017 - Aug 2018

- Directed children in multicultural activities 10 hours/week

### ADDITIONAL EXPERIENCE

**Assistant Manager**, McDonalds, Ellensburg, WA April 2019 - Sept 2020

# CWU Career Services Educator Resume Template

# Heading Format

- Name
- Phone Number
- Email
- LinkedIn Address

**MARIA WILDCAT**

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509-555-1234 | [m.wildcat@cwu.edu](mailto:m.wildcat@cwu.edu) | [www.linkedin.com/MariaWildcat](http://www.linkedin.com/MariaWildcat)

# Experience Formatting

- Use power or action words (verbs) when describing your experiences (Facilitated, incorporated, designed, adapted . . .)
- Use past and present tense appropriately
- Do not mix date formats. For example: use 06/2019 or June 2019; if abbreviating months be consistent throughout
- Use an actual position description to identify key skills and requirements you will need to demonstrate in your resume

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**Auburn School District**  
**Job Title: Elementary Teacher**  
**Reports To: Building Administrator**  
**Unit Classification: AEA**

Job Summary:

Plan, conduct, and evaluate an education program for all assigned students. Provide instruction to regular education students as well as special education students who are mainstreamed into regular classes. Manage the classroom in a safe and responsible manner. Work effectively with colleagues and administrators to accomplish building and district goals.

Duties and responsibilities:

- Demonstrate and communicate high expectations for student learning;
- Use research-based instructional practices to meet the needs of all students;
- Acquire and use specific knowledge about students' cultural, individual, intellectual, and social development and use that knowledge to adjust their practice by employing strategies that advance student learning;
- Demonstrate strong content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning;
- Foster and manage a safe and inclusive learning environment that takes into account physical, emotional, and intellectual well-being of students;
- Use multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics;
- Communicate and collaborate with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning;
- Participate collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning;

Training and knowledge desired:

- Interest in and ability to work with elementary school students in formal and informal school settings;
- Ability to interact in a courteous and respectful manner with staff, students, and parents at all times;
- Strong skills, abilities, and background in content, methods, strategies, and technologies appropriate for subjects taught (reading, language arts, math, science, social studies, art, music health, and physical education);
- Empathy and understanding of students with a wide spectrum of academic needs;
- Ability to provide commitment toward self-improvement and continued professional growth and willingness to benefit from effective evaluation and supervision;
- Working knowledge of various electronic media, online resources, research and student learning data.

**Auburn School District**  
**Job Title: Art Teacher**  
**Reports To: Building Administrator**  
**Unit Classification: AEA**

Duties and responsibilities:

- Instructional areas include one or more visual arts (e.g., drawing, painting, and ceramics) classes and other art activities as assigned.
- Plan, implement, and evaluate visual arts, drawing, painting and other art courses, classroom instruction, and activity programs consistent with building and adopted district curriculum.
- Diagnose and prescribe learning and training programs for individual students based on student aptitude, interest, and level of achievement.
- Provide for individual needs of assigned students, cooperate with building principal, department chairperson, and staff in implementation of comprehensive instructional activities program.
- Provide opportunities for student leadership and work with the community advisory committee to further develop the program.
- Possess knowledge of equipment usage and maintenance.
- Follow safe work practices and procedures and ensure safe and proper use of equipment at all times.
- Other duties as assigned.

Training and knowledge desired:

- Strong skills and background in instructional methods and strategies.
- Interest and ability to prescribe appropriate instruction and training in high school visual arts courses.
- Interest in instructing related areas.
- Ability to translate fundamental concepts of art and art education into the high school instructional program.
- Ability to develop artistic interests and creativity.
- Ability to foster an appreciation of and interest in the arts.
- Understanding and knowledge of high school students.
- Strong skills and background in instructional methods and strategies.
- Ability to prescribe appropriate instruction and training.
- Ability to use a variety of teaching materials.
- Ability to plan and carry out instruction to meet the varied needs of students.
- Ability to modify instruction to meet varied needs of students within the classroom.
- Ability to manage behavior of students; maintain appropriate balance and control and freedom in the classroom.
- Ability to establish rapport with students, colleagues, and classified personnel.
- Willingness to benefit from the building supervision and evaluation programs.
- Commitment toward self-improvement and continued professional growth.
- A desire to be a contributing member of the faculty.

**Auburn School District**  
**Job Title: Resource Room Teacher**  
**Reports To: Building Administrator**  
**Unit Classification: Auburn Education Association**

Duties and responsibilities:

- To provide special education instruction and related services for students with disabilities at the student's level to meet the student's unique educational needs and to allow the student to be involved in and progress through the general education curriculum.
- Design, monitor, and implement, or supervise the implementation of instruction in areas of eligibility including accommodations and modifications necessary for access to general education.
- Work cooperatively with general education and support staff members.
- Teach a class for students with varying disabilities.
- Other related duties and responsibilities as assigned.

Training and knowledge desired:

- Strong skills, abilities, and background in content, methods, strategies, and technologies appropriate for subjects taught, i.e., reading, language arts, math, science, etc..
- High expectations and understanding of students with disabilities.
- Ability to plan, organize, and evaluate classroom activities and instruction.
- Work effectively with colleagues and administrators to accomplish building and district goals.
- Establish effective communication with parents.
- Use of data to identify student learning, developmental, and behavioral needs and provide appropriate instruction and training.
- Use a variety of teaching materials, technology, and high yield strategies in implementing classroom instruction.
- Experience in and utilization of positive behavioral supports in the classroom.
- Prepare students for a successful school experience.
- Willingness to follow adopted district guides and course outlines, texts, etc..
- Knowledge of and ability to deal with various capabilities (learning/language disability, orthopedically or gross-motor disability, intellectual disability, communication disorder, and behaviorally/social-emotional learning).
- Acceptance of varied family backgrounds and living styles.
- Ability to address personal care needs of students.
- Interest in becoming involved in extracurricular activities such as sports, music, clubs, and related activities.
- Commitment toward and desire for self-improvement and continued professional growth.
- Willingness and ability to benefit from building supervision and evaluation.

# Example Position Descriptions

## Example of Professional Qualifications

- ▶ Knowledge of current curriculum and instructional practices such as teacher-directed instruction, literature-based reading, math problem-solving, use of math manipulatives, cooperative learning, and integrated curriculum.
- ▶ Bilingual proficiency in English and Spanish language required.
- ▶ Elementary teaching experience preferred.
- ▶ Previous experience in Dual Language program preferred.
- ▶ Current knowledge of child development theory and its implications for teaching and learning.
- ▶ Ability and skills necessary to individualize instruction.
- ▶ Commitment and ability to work with a full range of students including gifted, mainstreamed special education, English language learners, and students from diverse cultural and social backgrounds.

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## Example: Professional of Qualifications, *cont'd*

- ▶ Ability to work with computers to develop students' technical literacy and to assist students in learning other subjects.
- ▶ Ability to work in a collective or team approach.
- ▶ Ability to communicate effectively with students, parents, and colleagues, orally and in writing.
- ▶ Ability to work with students in multi-aged groups.
- ▶ Ability to use varied assessments, including performance tasks, portfolios, and student self-assessment.
- ▶ Ongoing professional development activities, such as college course work, professional associations, workshops, and in-service.
- ▶ A strong and positive attitude that each student can be taught and has the right and capacity to achieve personal academic excellence.
- ▶ Ability to perform all duties in accordance with applicable Board policies and district and legal requirements.
- ▶ Ability to meet and maintain punctuality and attendance expectations.

## Highlight key skills/requirements in the Professional Qualifications

- ▶ Ability to work with computers to develop students' technical literacy and to assist students in learning other subjects.
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# Additional Formatting Rules

- Use 1” margins, no less than 0.5”
- Choose one easily readable font, such as Calibri, Cambria, Times New Roman, or Helvetica, no fancy or playful fonts; 11- to 12-point for body copy
- Use bold and italics sparingly, no underlining; avoid using colons and parentheses (some exceptions)
- Be consistent with your indents and line spacing
- Use bullet-points only for highlighting skill sets, and for experiential or descriptive statements

# Additional Formatting Rules

**MARIA WILDCAT**

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- Your name should be at least 16-point bold type, 18-20 point is sometimes better
- Section headings should be bolded, 1-2 points larger than your body copy or descriptive text (all caps, small caps)
- Education – List your degree first in bold, dates in plain text on the right margin, then school directly below your degree in plain text
- Experience – List position title first in bold, then the employer, city, and state, in plain text with dates of employment by month/year to month/year on the right-hand margin

The background features abstract geometric shapes in shades of orange and yellow, primarily on the right side, with a white background on the left.

# Cover Letters for Educators

**CWU Career Services**



# FAQs About Cover Letters

**Q: Should I send a cover letter even when it's not requested?**

**A:** Yes. Always send a cover letter whenever possible.

**Q: Why should I write a cover letter?**

**A:** It allows you to personalize your application, to express your enthusiasm for the position, highlight your personal attributes, and detail how your qualifications match the position. It allows a lot more to show than .

# FAQs About Cover Letters

**Q: How long should my cover letter be?**

**A:** One page or less. Standard business letter format. Typically contains 3 to 4 paragraphs.

**Q: To whom should the cover letter be addressed?**

**A:** To the person you have been in contact with, or the person listed as the contact on the position announcement. If no name is available, use “Personnel Director” or “Hiring Manager.”

# Good First Impression

**You cannot be certain in what order your application documents will be read**

- Impressive cover letter, will read resume
- Impressive resume, will read cover letter

**A good cover letter is especially important when writing is a key component of the job**

- A good cover letter can help you
- A bad cover letter will hurt you

# Writing a good cover letter

## Tips to help you prepare

- Use a copy of the position description for required qualifications and key words
- Consider how your knowledge, skills, and experience match the requirements of the teaching position to which you are applying
- Research the school or district so you know its mission, purpose and values
- Plan on spending *at least* twice as much time as you think you will need to write your cover letter

# Understanding the Parts of a Cover Letter

## Page Header

- Use the same format as on your resume heading, like a letterhead

## Heading & Opening Salutation

- Date, contact's name, title, school/district and address
- Begin letter with “Dear [Name of contact]” or if not known, use “Dear Personnel Director” or “Dear Hiring Manager”
- Check the school or district websites for the name of hiring manager. If not found, it's okay to make an inquiry call.
- **Never use** “To Whom it May Concern” or “Dear Madam or Sir”

# Understanding the Parts of a Cover Letter

## Introduction Paragraph (Purpose)

- Your opening sentence should engage the reader and express your interest in employment with that school or district!
- Name the position for which you are applying if you know of a specific vacancy within the school district. Also, state how you learned of the position
- Mention your specific knowledge of the school and add something positive about the school or district

# Understanding the Parts of a Cover Letter

## Body Paragraph(s)

- Highlight your education, and the key skills/strengths you possess that parallel those qualities needed to succeed in the teaching position to which you are applying
- Give examples from your related work experience (quantified results, accomplishments, achievements), and explain how these skills will transfer to the position
- Do not just repeat what's on your resume

# Understanding the Parts of a Cover Letter

## Closing Paragraph

- Reiterate your interest in the position, and that you are confident you possess the qualifications for the role
- Ask for the interview with: “I look forward to an opportunity to discuss this position [or title of position] with you further.”
- Make it easy to reach you: “I can be reached by phone at [your number] or by email at [your email address]”
- Thank the employer for considering you for the position



# Understanding the Parts of a Cover Letter

## Closing Salutation

- On your closing salutation, use “Sincerely” or “Respectfully” above your name or signature

## Important reminders

- Use a standard business letter format
- Proof it carefully. Read it out loud.

# Expressing your interest and confidence

## 1. Why you love the school and the position

- You want them to recognize: “Yes! This person really gets it.”

## 2. What you would do there

- Emphasize how your qualifications and skills would benefit the school *based on* what they are looking for (job description).

## 3. Why you're a culture fit (optional)

- Describing why you're a culture fit can be annoying, but you can show it by the tone, words, and level of formality you use.

# CWU Career Services Educator Cover Letter Template

## MARIA WILDCAT

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Include an introductory cover letter with each resume you send to employers. They are usually one page.

Date

Person's Name\*, Title  
Employer Name  
Street Address  
City, State, ZIP Code

Dear (Mr., Ms., Dr., etc.):

### **First Paragraph:**

*Purpose: To grab the reader's attention and establish interest in employment with that school!*

- Provide an opening sentence which entices the reader to continue reading
- Name the job for which you are applying if you know of a specific vacancy with the school district. Also, tell how you learned of the position.
- Mention specific knowledge of the school to indicate your interest.

### **Second (and third if needed) Paragraph:**

*Purpose: Demonstrate your ability to add value to the school, and highlight your key strengths and abilities.*

- Acknowledge the skills required by the teaching position in which you are interested.
- State the specific skills/strengths you are prepared to bring to the school. These skills should parallel those qualities needed to succeed in the teaching position you are applying for. Give examples of your skills and any related work experience (quantified results, accomplishments, achievements.) Explain how these skills will transfer to the position for which you are applying.
- Try not to repeat the information on your resume. Instead, refer reader to enclosed resume or application.

### **Final Paragraph**

*Purpose: Ensure follow-up action and extend your appreciation for being considered!*

- Make it easy for the person to contact you. Even though it is on your resume, you should list phone number(s), days, and times when you can be reached.
- **Thank them sincerely for their time and consideration of your application.**

Sincerely,

Type your name

Enclosure(s) (refers to enclosed resume and other required materials)

**For more information, contact:**

# **CWU Career Services**



**[www.cwu.edu/career](http://www.cwu.edu/career)**

**Jessica Thomas, Career Counselor**  
**[jessica.thomas2@cwu.edu](mailto:jessica.thomas2@cwu.edu)**

**Use the QR code below to book an appointment:**



**Workshop  
Survey**

