

# CSU Career Services Center School/Agency Counseling Majors Career Search Guide ©



Prepared by:

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# Counseling Services

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## **Career Day**

Career Day provides students the opportunity to explore future careers. A student survey provides input as to the selection of careers represented.

## **Classroom Guidance**

Counselors assist teachers in promoting healthy student development through a variety of classroom guidance lessons. Example topics are study skills, decision making, peer pressure, sexual harassment, stress management, test-taking skills, self-esteem, conflict resolution, communication skills and bullying.

## **Committee/Conference**

The counselors are active participants on the Instructional Leadership Team, the Student Support Team, the School-Based Planning Committee, grade-level planning meetings, and parent/teacher conferences.

## **Crisis Intervention**

The counseling staff is ready to implement the crisis intervention plan when needed. Services include counseling, media communications and outside referrals.

## **Group Counseling**

Small group counseling sessions are provided according to need. Examples of group topics include family transition, making friends, anger management, and dealing with grief. Parent permission is required for student participation.

## **Independent Conferences**

Counselors conference with individual students when referred by teachers, administrators, parents of self-referred. Forms to request a conference with a counselor are readily available to students in the guidance office.

## **Peer Diversity**

Counselors work with administrators, teachers, and students to teach tolerance and respect for individual differences.

## **Peer Mediation**

Students trained as "conflict managers" assist peers in resolving differences. These conflicts may occur at school or during transportation to and from school.

## **Professional Resource Center**

The counselors have resource information regarding the school social worker, psychological resource personnel, private tutors, homebound instruction, summer school and workshops. A resource center with books and videos focusing on specific needs is located in the guidance office.

## **School Transition**

Elementary to middle school and middle to high school transition activities give parents and students the opportunity to become acquainted with the new school environments. Students gain knowledge through school visitations and presentations.

## **Standardized Testing**

Counselors help coordinate the standardized testing program. These tests includes: the Eighth Grade Writing Assessment; the eighth grade Iowa Test of Basic Skills (ITBS); and the sixth, seventh, and eighth grade Criterion Referenced Competency Test (CRCT).

## **Suspended Students**

Counselors work with students who have served suspension consequences with the purpose of eliminating repeat offenses.

# SCHOOL COUNSELING

## OBJECTIVE:

***To provide individual and group guidance and mental health services relative to issues of scholastic, educational, career, and personal-social nature while encouraging personal growth in an educational setting.***

Professional association membership enhances the school counselor's knowledge and effectiveness.

## PROFESSIONAL AFFILIATIONS:

- Ohio Counselors Association
- Ohio School Counselors Association
- American School Counselors Association
- Chi Sigma Iota Honor Society for Counselors

Sigma Phi Beta chapter of Chi Sigma Iota Honor Society for Counselors – Current School Counselor Representative

## THE PRACTICE OF PROFESSIONAL COUNSELING:

The application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

## WHY ELEMENTARY SCHOOL COUNSELORS:

### **Elementary School Counselors Implement the Counseling Program by Providing:**

#### *School Guidance Curriculum*

1. Academic support, including organizational, study and test-taking skills
2. Goal setting and decision-making
3. Career awareness, exploration and planning
4. Education on understanding self and others  
Peer relationships, coping strategies and effective social skills
5. Communication, problem-solving and conflict resolution
6. Substance abuse education
7. Multicultural/diversity awareness

#### *Individual Student Planning*

1. Academic planning
2. Goal setting/decision- making
3. Education on understanding of self, including strengths and weaknesses
4. Transition plans

#### *Responsive Services*

1. Individual and small-group counseling
2. Individual/family/school crisis intervention
3. Conflict resolution
4. Consultation/collaboration
5. Referrals

#### *System Support*

1. Professional development
2. Consultation, collaboration and teaming

### 3. Program management and operation

#### **ELEMENTARY SCHOOL COUNSELORS COLLABORATE WITH:**

##### **Parents**

Parent education  
Communication/networking  
Academic planning  
College/career awareness programs  
One-on-one parent conferencing  
Interpretation of assessment results

##### **Teachers**

Classroom guidance activities  
Academic support, including learning style assessment and education to help students succeed academically  
Classroom speakers  
At-risk student identification and implementation of interventions to enhance success

##### **Administrators**

School climate  
Behavioral management plans  
School-wide needs assessments  
Student data and results  
Student assistance team building

##### **Students**

Peer education  
Peer support  
Academic support  
School climate  
Leadership development  
Community  
Job shadowing, service learning  
Crisis interventions  
Referrals  
Parenting classes  
Support groups  
Career education

\*\*These examples are not intended to be all-inclusive

# **The Do's & Don'ts of the Job Search Process**

## **The Do's**

- Do send a cover letter with your resume
- Do target your resume for the job you are applying for
- Do your resume over and over, constantly update your resume
- Do print your resume on standard size (8<sub>1/2</sub> x 11'')
- Do use a neutral color (white, light gray, beige) paper (matching envelopes a plus)
- Do keep your resume short and sweet, no more than two pages
- Do proofread, proofread, proofread, proofread, proofread, proofread, proofread, proofread
- Do research and know what kind of interview you will be having
- Do brush your teeth, use mouth wash, or have a breath mint before the interview
- Do take a practice run to the interview location. Be sure you know how to get there.
- Do prepare for your interview questions
- Do Plan to arrive early for the interview
- Do pay close attention to your appearance
- Do dress the part for the job, be conservative
- Do greet the receptionist or assistant with courtesy and respect
- Do shake hands firmly
- Do tell yourself you deserve the job. (That doesn't mean they owe it to you. You must convince them.)
- Do bring extra resumes to the interview
- Do look the interviewer in the eye
- Do avoid poor language or slang (um, uh, like)
- Do remember body language and posture
- Do stress your achievements
- Do try to get a business card from the person you interviewed with so you have the correct spelling for the thank you letter
- Do have confidence
- Do use the question as a way to highlight moments where you have shined
- Do ask questions about the job, company, or industry
- Do turn your cell phone off during your interview
- Do write thank you letters within 24 hours of the interview

## **The Don'ts**

Don't use exotic fonts on your resume

Don't list personal information on the resume

Don't include a picture with your resume

Don't have any misspelled words or grammar errors

Don't wear flashy jewelry or facial piercing, keep it simple and small.

Don't have limp or clammy handshake

Don't be late to the interview

Don't smoke before and interview

Don't chew gum during the interview

Don't bring a friend or child along.

Don't flirt, even if interviewer is flirting with you, maintain a business-like attitude

Don't slouch or fidget

Don't rely on your resume to sell you, do sell yourself

Don't memorize your interview answers

Don't tell jokes during your interview

Don't be soft-spoken

Don't forget you control the content of the interview

Don't be overly aggressive

Don't say anything negative about former colleagues, supervisors, or employers

Don't offer any negative information about yourself

Don't answer questions with a simple "yes" or "no",

Don't ask questions about salary before being offered a job

Don't ask about salary, vacations, or benefits until you've been offered the job

Don't show a lack of interest by not asking them questions

Don't make assumptions how to spell their name

Don't fail to send a thank you letter

# Do's & Don'ts for Your Resume

## Your resume should be:

- neatly typed and have a professional appearance
- printed by a high quality printer (i.e., LaserJet, inkjet) (Avoid typewriters & dot matrix)
- duplicated so it looks professional and clean
- on standard size (8½ X 11") paper
- on a neutral color paper (white, light gray, beige) (matching envelopes a plus)
- printed in black, clear print
- consistent format
- one-two pages describing your teaching experience (work experience should be condensed). Focus on teaching/related experience.
- on first page of the paper
- in a standard typeface (Arial, Helvetica, Optima, Palatino, Tahoma, Times New Roman, Univers)
- in a font size of 10 to 14 (Name in larger font i.e., 20-36)
- in phrase or bullet form (rather than sentence/paragraph)
- honest (but don't sell yourself short)
- of a positive tone
- in block form with white space
- pleasing to the eye
- saved on diskette since you will need to revise
- proofread by several people (one of whom should be a Career Services Center coordinator)
- packed with power and pizzazz
- perfect! (this includes spelling, grammar, and punctuation)

## Your resume should not:

- have any spelling or grammar errors
- be sent without a cover letter
- have unexplained abbreviations (such as Organization names)
- use personal pronouns
- include a photograph
- have handwritten changes or additions
- appear too crowded or too sparse
- include every job held, unless the information is needed to fill the page
- include every school attended, just those who issued you degrees
- overlook the effective use of underlining, capitalization and indentions

Your resume must be *perfect* in order to effectively market you to employers!

## Keywords for Resume Preparation - Action Words

Accelerated	Constructed	Facilitated	Managed
Accomplished	Consulted	Focused	Marketed
Achieved	Cooperated	Forecasted	Mastered
Acted as	Coordinated	Formulated	Mediated
Active in	Corresponded	Founded	Met with
Actively	Counseled	Functioned as	Minimized
Adapted	Created	Gained	Mobilized
Addressed	Critiqued	Gathered	Moderated
Administered	Culminated in	Generated	Modernized
Advised	Decided	Graded	Negotiated
Allocated	Defined	Graduated	Organized
Analyzed	Delegated	Guided	Originated
Anticipated	Demonstrated	Handled	Orchestrated
Applied	Designed	Hired	Ordered
Approved	Determined	Helped	Oversaw
Arbitrated	Developed	Identified	Participated
Arranged	Devised	Illustrated	Performed
Assembled	Diagnosed	Implemented	Pinpointed
Assessed	Directed	Improved	Planned
Assigned	Disciplined	Improvised	Prepared
Assisted	Discovered	Increased	Presented
Attained	Displayed	Individualized	Prioritized
Attended	Distributed	Influenced	Processed
Audited	Documented	Informed	Produced
Authored	Drafted	Initiated	Proficient
Balanced	Earned	Innovated	Programmed
Billed	Edited	Inspected	Promoted
Budgeted	Educated	Inspired	Proposed
Built	Effectuated	Installed	Proved
Calculated	Elevated	Instituted	Provided
Catalogued	Eliminated	Instructed	Publicized
Chaperoned	Employed	Integrated	Published
Chaired	Enabled	Interpreted	Purchased
Channeled	Enacted	Interviewed	Queried
Clarified	Encouraged	Introduced	Questioned
Classified	Energized	Invented	Recommended
Coached	Engineered	Investigated	Reconciled
Collected	Established	Issued	Recorded
Communicated	Evaluated	Judged	Recruited
Compared	Examined	Justified	Reduced
Compiled	Excelled	Launched	Referred
Completed	Executed	Lead	Reinforced
Computed	Expanded	Lectured	Reorganized
Conceived	Expedited	Led	Represented
Conceptualized	Explained	Located	Researched
Conducted	Expressed	Maintained	Resolved
Consolidated	Simulated	Summarized	Tripled
Revamped	Solved	Supervised	Tutored
Reviewed			

Revised	Specified	Supported	Typed
Revitalized	Spearheaded	Surpassed	Updated
Saved	Standardized	Systemized	Upgraded
Scheduled	Stimulated	Tabulated	Used
Screened	Strategy	Taught	Validated
Served	Streamlined	Tested	Won
Set Goals	Structured	Trained	Wrote
Significantly	Successfully	Translated	
Simplified	Suggested	Transmitted	

### **Self-Descriptive Words**

Active	Determined	Logical	Productive
Adaptable	Diplomatic	Loyal	Realistic
Aggressive	Disciplined	Mature	Reliable
Alert	Discreet	Methodical	Resourceful
Ambitious	Enterprising	Objective	Respective
Analytical	Efficient	Optimistic	Self-reliant
Attentive	Energetic	Perceptive	Sense of humor
Broad-minded	Enthusiastic	Personable	Sincere
Conscientious	Extroverted	Economical	Sophisticated
Consistent	Fair	Responsible	Systematic
Constructive	Forceful	Pleasant	Tactful
Creative	Imaginative	Positive	Talented
Dependable	Independent	Practical	Will travel
			Will relocate

## Resume Elements for Education Majors

### **Identification & Contact Information**

- Name (Should be the largest print on the page)
- Address
- Home Phone Number
- Cell Phone Number
- Email Address

### **Objective**

- Tailor to each position you would be applying
- Be specific, if applying for a specific job
- Keep it general if not applying for a specific job (PreK-3, etc.)

### **Professional Profile/Summary of Qualifications/Summary of Skills (optional)**

- Three to five sentences or bullet points stating/describing your greatest skills, accomplishments, qualifications, areas of expertise, professional assets

### **Education (list most recent degree first)**

- Degree, University, City, State
- Date degree earned or anticipated
- Major, Minor, GPA (optional, only list if above 3.0)
- Licensure/Certification (title, date)
- Praxis Test Information (name of test, passed, date)
- Continuing Education Courses/Workshops (C.R.E.T.E., Child Abuse, etc.)

### **Teaching/Counseling Professional Experience (list most recent first)**

- Position Title (Student Teacher, Practicum Intern, Substitute Teacher, etc.)
- Name of school & location (city & state)
- Dates of Employment (month, year)
- Describe work responsibilities with action words

### **Related Experience/or Work Experience (list most recent first)**

- Position Title (Camp Counselor)
- Name of Organization & location (city, state)
- Dates of Employment
- Describe work responsibilities with action words

### **Special Skills**

- List computer programs (i.e., Microsoft Word, Excel, Peoplesoft, etc.)
- List any foreign language skills and level (fluent, proficient, working knowledge of)

### **Affiliation/Professional Memberships/ Honors/ Activities**

- Campus Organizations
- Professional Organizations
- Volunteer Activities
- Fraternity/Sorority
- Scholarships
- Exhibits
- Dean's List
- Achievement Awards
- Sports Teams
- List any leadership roles, committee participation, event coordination, etc.
- Performances
- **References available upon request. (\*References must be put on a separate References sheet! Include name, title, School/company, street address, city, state, zip code, phone number of each reference.)**

## **RESUME SECTION TITLES**

Here are possible headings you may use depending on your experiences:

Objective

Career Goal

Professional Profile

Career Summary

Professional Highlights

Qualifications

Summary of Qualifications

Summary of Qualifications, Relevant Skills, and Accomplishments

Professional Preparation

Education

    Related Coursework

Education & Professional Development

Licensure/Certification

Education and Licensures

Professional Development

Professional Enrichment

Continuing Education & Workshops

Conferences & Workshops

Teaching Experience

Professional Experience

Professional Service

Career Related Experience

Classroom Experience

Community Teaching Experience

    Sunday School, Tutoring

Multicultural Experience

Related Experience

Work History

Work Experience

Business Experience

Business Career Experience

Associations/Activities

Extra-Curricular Activities

Professional Memberships

Professional Affiliations

Awards & Achievements

Community Involvement

Computer / Technology Skills

Curriculum & Instruction

Activities / Leadership

    Coaching Experience/Athletics

    Volunteer Experience

Professional Presentations

**AMY SMITH**

123 Main Street • Atlanta, Georgia • 30339

Home: (555) 555-1234, Cell: (555) 555-1235 [asmith@sample~resume.com](mailto:asmith@sample~resume.com)



**Desire a Challenging Position as Senior School Counselor to Help All Students Develop Skills in the Areas of Personal-Social Growth, Educational Planning, and Career and Vocational Development.**

A highly talented and enthusiastic School Counselor with great deal of experience in providing individual and group counseling services to meet the developmental, preventive and remedial needs of students. Proven track record of success in establishing schools' counseling program and developing activities and resources to implement and evaluate the program.

**Summary of Qualifications**

- Over 2 years of Solid Experience in school counseling.
- Excellent organizational, interpersonal and communication (both written and spoken) skills.
- Remarkable knowledge and understanding of counseling theories and techniques for individual and group counseling.
- In-depth ability to use the media - newspaper, radio, TV - to announce programs and events of the school counseling program.
- Able to demonstrate awareness of the cultural differences and needs of students in a school.
- Sound knowledgeable of local and state service agencies.
- Immense ability to follows procedures in making referrals.
- Ability to maintain communications with local agencies.
- Great program planning and leadership skills.
- Proficiency at making administrative and procedural decisions and judgments on sensitive, confidential issues.
- Great skill in examining and re-engineering operations and procedures, formulating policy, and developing and implementing new strategies and procedures.
- Excellent ability to develop and present educational programs and workshops.
- Deep ability to develop and maintain record-keeping systems and procedures.

**Education and Professional Certification**

**Cleveland State University**, Cleveland OH  
 Master of Education in School Counseling (May 2006)  
 GPA: 3.75  
 Bachelor of Science in Psychology (May 2002)

**Licenses**

State of Ohio Provisional Licensure in School Counseling  
 PRAXIS II taken March 2006 - passed  
 Clinical Social Worker and Licensed Marriage, Family, and Child Counselor



# Lucy A. Smith

116 Northwood Drive/Cleveland, OH / Telephone: (216)555-5555 / [lsmith@yahoo.com](mailto:lsmith@yahoo.com)

## PROFESSIONAL OBJECTIVE AND SUMMARY

\_\_\_\_\_ School Counselor or related appointment within the public sector in which to combine rigorous academic credentials with outstanding field experience in the areas of academic, vocational, and personal counseling. **Competencies/ Training/ Workshops:** • Educational Counseling • Group Facilitation • Community Networking • Child Abuse Workshop • Assessment and Appraisal • Educational Testing and Interpretation • Crisis Management/ Suicide Risk • College and Employment Advisement • Violence Prevention Workshop • Counselor as a Systems Consultant • Drug/Alcohol Abuse • Bilingualism in Italian • Verbal De-Escalation • CPR • Counseling Addicts

## EDUCATIONAL BACKGROUND

\_\_\_\_\_ Cleveland State University, Cleveland, OH **Master of Education in Counseling Education**, May 2008 *Thesis: The Efficacy of Reality Therapy Applied to Treating Chemical Addiction of Adolescence*  
National Counselor Certification: NCE Examination, October 2007/ OH Provisional Certification, 2008 **Bachelor of Arts in Communication, Cum Laude**, May 2003

## PROFESSIONAL COUNSELING EXPERIENCE

\_\_\_\_\_ **School Counselor Intern - Bedford City Schools**, Bedford, OH 2007-Present - Bedford High School *Responsible for providing a full range of academic, vocational, and personal counseling services for students at Bedford High School* • Perform academic advising, assisting students with course selections, study skills, and career planning • Help to prepare students for College Admissions Testing, including the new SAT 2 and ACT's • Assist students in the completion of financial aid forms and college application materials • Counsel a diverse student body, including disadvantaged, first generation, and international students • Work closely with the elite IB students relative to the entire career planning/college application process • Strive to align students' abilities, aptitudes, and interests to optimize college selections/ job placement • Review and evaluate with staff the needs of psychiatric case management services • Provide crisis intervention services; facilitate group counseling sessions • Coordinate parental meetings • Assist Child Protective Services during abuse investigations • Participate in ongoing staff development programs, workshops, and seminars • *Highlights:* Following an outstanding internship, was invited to substitute as an employee of the FWCS

\_\_\_\_\_ **Psychiatric Counselor (Adult, Drug/Alcohol Child & Adolescent) - Parkview Hospital**, Cleveland, OH 2004-Present *Perform a full range of assessment, counseling, and crisis management functions. Design and implement programs that help patients to understand/confront their personal problems, define goals, and develop realistic action plans. Function in a teaching and resource capacity to improve patients' personal hygiene, recreational, occupational, and social competencies.* • Collect data regarding patients' physical and psychosocial needs, and report to appropriate staff • Assist nursing in formulating, writing, and modifying patient care plans •

## Smith, pg. 2

Consult with the interdisciplinary team relative to patient therapy and treatment plans • Facilitate group therapy and 1:1 counseling • Provide short-term personal/mental health crisis counseling sessions to individuals and groups • Participate in various therapeutic activities, such as role playing, behavior modification, and modeling • Observe and report to Psychiatrist via clinical notes • Manage therapeutic milieu, exercising objectivity, empathy, and sincerity • Assist in caring for physical problems experienced by patient • Participate in staff development programs, workshops, seminars, program planning, and evaluation

## PREVIOUS EXPERIENCE

*Senior Account Manager/Sales* [2001-2004], *Account Manager* [1999-2001] - **Global Crossing**, Cleveland, OH *Comprehensive strategic responsibility for the development and revenue growth of a carrier wholesale account base for this once-leading Fortune 500 company.* • Provided quality account management, resulting in high retention and satisfaction of accounts • Managed the company's top 5 accounts, representing a \$5 million dollar sales territory • Acted as the primary contact between accounts, sales term, & service group to ensure seamless service • Implemented a training program for sales associates to improve customer service and sales skills • Conducted effective presentations to key decision-makers • Sold renewals for data contracts; identified individual account status and proposed recommendations • Consistently identified and initiated new revenue streams • Created a sales channel after the company merger • Ranked as the top producer within the major accounts arena • Recipient of President's Award for Outstanding Performance in Sales, 1997-2001

## AFFILIATIONS

Member, American Counseling Association, 2007 Member, OH School Counselor Association, 2006 Member, American Mental Health Counselor Association, 2006 Mentor, St. Joseph's Villa, 2004 Member, Cleveland Women's Network

## COMPUTER SKILLS

Office Suite/ Internet Applications MS

# Michael Greene

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## OBJECTIVE

To acquire a position as a School Counselor.

## EDUCATION AND CERTIFICATION

### Cleveland State University

#### Master of Education in School Counseling

May 2006

Provisional Licensure in School Counseling

PRAXIS II taken March 2006 – passed

GPA: 3.73

### Bachelor of Arts

May 2001

Major: Communications and Multimedia Advertising

## PROFESSIONAL EXPERIENCE

### Graduate Internship

#### Cleveland Metropolitan School District, Cleveland, OH

August 2005 – May 2006

#### Cleveland High School, Cleveland, OH

August 2005 – May 2006

- Checked credits and advised students on course scheduling.
- Assisted seniors with college applications, procedures, recommendation letters and strategies.
- Provided career guidance using the Ohio Career Information System (OCIS).
- Helped organize system to facilitate testing.
- Provided individual counseling on academics, study-skills, relationships, depression, suicide, death, grief and loss, trauma, Post-Traumatic Stress Disorder (PTSD), alcohol & drugs, and AA.
- Co-facilitated groups.
- Participated in a Multi-Factorial Evaluation (MFE), Multi-Systematic Therapy (MST) and in the Attendance Assistance for Students and Parents (AASAP) hearings.
- Collaborated in a multi-cultural, urban setting with students, parents and staff.
- Attended and participated in staff and district-wide meetings.
- Observed several counselors' styles in working with various students.

#### Cleveland Middle School, Cleveland, OH

February 2006 – May 2006

- Conducted classroom presentations on scheduling.
- Helped schedule students for high school transition.
- Prepared, organized and implemented testing.
- Initiated "Start Something," a group focused on career exploration, leadership and building good character co-sponsored by Target and the Tiger Woods Foundation.
- Provided individual counseling for mediation, bullying, self-esteem and friendships.
- Aided with crisis intervention – child abuse, suicide and threats.
- Helped in the Individualized Education Program (IEP) re-evaluation process.
- Collaborated in a multi-cultural, urban setting with students, parents and staff.

**Graduate Assistant**  
**Counseling Services Center, Cleveland State University, Cleveland, OH**

August 2004 – 2005

- Conducted over 50 student intake interviews.
- Consulted with students about academic direction and career opportunities.
- Advised students on academic success.
- Networked with the community using Crain's Cleveland Business.
- Promoted the Counseling Services Center through classroom presentations and information tables.
- Helped facilitate the Counseling Services Center Open House.
- Created flyers for events and advertisements.
- Built a relationship with the Counseling Department and Career Services Center.
- Helped director with grant writing.
- Observed counselors' styles with student appointments.
- Assisted students within a multi-cultural, urban community.

**Substitute School Teacher**

**Lakewood School District, Lakewood, OH**

2004 – 2005

**Rocky River School District, Rocky River, OH**

2004 – 2005

**Avon Lake School District, Avon Lake, OH**

2004 – 2005

- Substituted grades K-12 in three different school districts and in all subject areas.
- Performed duties of a teacher such as multi-tasking, grading papers, lesson preparation, classroom management and time management.
- Built and maintained relationships.
- Organized and self-motivated – took substituting very seriously and always had follow-up with staff.

**RELATED EXPERIENCE**

**Reference Librarian/Customer Service**

**Lakewood Public Library System, Lakewood, OH**

October 2004 – Present

- Work in most departments – Reference, Customer Service, Switchboard and AV/Sort.
- In-charge of ordering college catalogs yearly, and the Law and Business Ready-Reference area.
- Knowledge of acquiring information and material using the Dewey Decimal System and reliable website sources and databases for patrons.
- Perform opening and closing duties.

**AWARDS/LEADERSHIP**

Dean's List

2004 – 2006

Vice President of Chi Sigma Iota

2005 – 2006

**VOLUNTEER**

City Year

Spring 2004

Students Taking a Right Stand (STARS)

Spring 2004

Chi Sigma Iota

Member since 2004

**ORGANIZATIONS**

American School Counseling Association (ASCA)

Member since 2006

Ohio School Counseling Association (OSCA)

Member since 2006

## **10 RULES OF COVER LETTER WRITING**

1. Don't draft generic letters; make each letter unique to a specific address.
2. Address your letter to a specific person at the company, with the correct spelling of that person's name and title.
3. Communicate something unique to that person.
4. Show how you can meet the needs of the company, rather than what you hope they will do for you.
5. Use the body of the letter to highlight your education and experiences that are relevant to the job.
6. Qualify and quantify your experiences and achievements using examples.
7. Ask for a meeting to discuss your qualifications in more detail.
8. Keep to a minimum sentences that begin with I.
9. Write a one-page letter; spell check, proofread, and laser print it so you don't produce a "sloppy copy."
10. Sign the letter (make a copy for your files) and include it with your resume. Send your letter and resume in a 9x12 manilla envelope.

## **COVER LETTER DO'S AND DON'TS**

- Don't wait to send your letter out until weeks after the position has been advertised.
- Don't mass mail letters; send out resumes and letters to a small number of companies at one time.
- Do single-space your letter and match the font and size with your resume.
- Do center your name, address and phone number at the top of the page, and be sure to leave ample margins on all sides.
- Do use standard type fonts like Times or Palatino and sizes 11-12 points.
- Do include the date.
- Do find the name, job title, and address of the contact person.
- Don't send out a letter addressed "To Whom It May Concern." (Consider using Dear Director of Human Resources or Dear Director of Personnel.)
- Do use a colon after the salutation, not a comma.
- Do balance your confidence with humility.
- Do keep the interests of the reader in mind; the letter is about you, but it is written to get someone else's attention.
- Do highlight three to five key points from your resume and use key words and phrases.
- Don't ramble on.
- Do give some "breathing room" between paragraphs by double spacing.
- Do excite the contact to call you in for an interview by the time he or she finishes reading your letter.
- Do use white or off-white resume paper for both the cover letter and resume.
- Do send your letter via overnight or priority if the situation warrants immediate attention.
- Do attach the ad for the job to your copy of the cover letter for accurate record keeping.
- Do make follow-up phone calls after a reasonable amount of time to check the status and to explore the possibility of an interview.

## COVER LETTERS/LETTERS OF INTEREST

The cover letter/letter of interest is a vital part of your job search paperwork! Many employers report that impressive cover letters are often just as important as resumes in making decisions to interview candidates. A cover letter should **always** accompany a resume that is sent through the mail or email. It helps position your interests, qualifications and experience in relation to the employer's needs, as well as indicate what action you will take next. Most important, it gives employers signals of your personality, style and ability-important elements in the hiring decision.

The **purpose** of a cover letter should be to get the employer to take action on your resume. The whole structure should focus on persuading the employer to invite you for a job interview. A cover letter should be organized like advertising copy. It should:

- Catch the reader's attention
- Persuade the reader about you
- Convince the reader with more evidence
- Move the reader to acquire your services

Your letter will probably be about three paragraphs and one page in length. Keep it relevant and relatively brief. Always target your cover letter. Like the resume, the cover letter will not get you the job, but hopefully it will get you an interview.

## BASIC COMPONENTS OF A COVER LETTER

[follows Business Letter format]

- Return Address
- Date
- Employer's Name and Address
- Greeting/Salutation
- First Paragraph
- Body
- Closing Paragraph
- Closing Phrase
- Signature

## SAMPLE COVER LETTER

### **Return Address:**

Resume **Heading:** **Your** Name, Street address, City, State, Zip Code, Phone/Cell number, Email

### **Date:**

August 3, 2007

### **Employer's Address:**

Name of contact person  
Company name  
Their Street address or PO Box  
Their City, State and Zip Code

### **Salutation:**

Dear Ms., Mr., or Dr. \_\_\_\_\_: [Never address "To Whom It May Concern," or "Dear Sir or Madam." If you absolutely cannot obtain the person's name, use the salutation "Dear Personnel Director:" or "Dear Director of Human Resources:"]

### **First Paragraph:**

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

- Provide an opening sentence which entices the reader to continue reading.
- Name the job for which you are applying if you know a specific vacancy within the organization. Also tell how you learned of the position.
- Mention the name of the person [if any] who referred you to the organization and vacancy [preferably a colleague of the contact person].
- If you are unable to identify a contact, then mention specific knowledge of the organization to indicate your interest.

### **Second Paragraph:**

**Purpose:** To demonstrate your ability to add value to the organization and/or highlight key strengths, abilities and experience!

- Acknowledge the skills required for the position in which you are interested.
- State the specific skills/strengths you are prepared to bring to the organization. These skills should parallel those qualities needed to succeed in the position you are interested in obtaining. Give examples of your skills and any related work experience [quantified results, accomplishments and 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 the enclosed resume.

### **Final/Closing Paragraph:**

**Purpose:** To ensure follow-up action and extend appreciation for being considered!

- It is best to indicate that you will take the initiative in contacting the employer. End your letter with an action statement. For example, "I will be contacting you on Wednesday afternoon to discuss scheduling an interview."
- Make it easy for the person to contact you. Even though your phone/cell numbers are on the resume, you should include them in your cover letter heading.
- Thank them sincerely for their time and consideration of your application and resume.

### **Closing Phrase:**

Sincerely,

**Signature** [Sign your name]

Type your name

**Enclosures:** Resume, Application

Susan Greene  
56789 Coast Avenue  
Cleveland, OH 44112  
(216) 098-5432  
s.greene@yahoo.com

July 29, 2008

Mr. James Smith  
Director of Human Resources  
Cleveland City School District  
1234 Euclid Avenue  
Cleveland, OH 44115

Dear Mr. Smith:

With the enclosed resume, I would like to introduce you to my credentials related to the counseling of students with special education needs. I am a compassionate and caring young professional with demonstrated strong communication and advocacy skills.

I have built a reputation as an individual who is known for the ability to listen and remain nonjudgmental while providing counseling and assistance. I have displayed excellent success in jobs as a counselor and outreach worker for pregnant teenagers and in working with high-risk students experiencing delayed development. Completing a Master of Education in School Counseling degree at Cleveland State University, I also hold a B.S. in Special Education and an A.A.S. degree in Human Services Technology.

I am highly experienced in providing exemplary listening skills while helping students who need assistance in coping with stressful, demanding, and life-changing circumstances. With exceptionally strong communication and interpersonal relations skills, I offer the ability to deal with a wide range of individuals who include educators as well as health care and social services professionals from other community agencies.

If you can use an enthusiastic and caring young professional who offers proven ability to address the needs of special populations, I hope you will contact me to suggest a time when we might discuss your needs. I can provide excellent professional and personal references at the appropriate time, and I can assure you that I could quickly become a valuable part of your efforts to provide compassionate counseling services to all students.

Sincerely,  
*Susan Greene*  
Susan Greene

Enclosures: Resume  
Application

Michael Greene  
87 Washington Street  
Cleveland, OH 44122  
555-555-5555 (h)  
123-123-1234 (c)  
m.greene@yahoo.com

August 3, 2007

John Doe, Assistant Superintendent  
Smithfield Elementary School  
12334 Main Street  
Cleveland, OH 44115

Dear Mr. Doe:

I am interested in applying for a school counseling position, on the elementary level, in your school district. As a May 2007 graduate of Cleveland State University, Cleveland, Ohio, with a Master of Education in School Counseling, I have student counseling experience on the third and sixth grade level, in both suburban and urban school districts.

At the present time I am counseling "at risk" elementary school children. This position enables me to provide these students with a "head start" in mastering basic skills. I am challenged to be creative, nurturing and most of all, patient.

In my junior year, a passion for and knowledge of horses created an opportunity for me work for the Racing Museum. This position allowed me to teach every fourth grade class in the local school system. I coordinated field trips with classroom instruction. It also provided me with an opportunity to gain experience with the benefits of riding therapy.

It is my goal to combine my range of experience with my ability to be a compassionate, enthusiastic, knowledgeable counselor who will make a positive contribution to Smithfield Elementary School. I would welcome an interview and hope to hear from you at your earliest convenience.

Sincerely,

*Michael Greene*

Michael Greene

Enclosures: Application, Resume, References

**Mary Smith**

6789 Mayfield Road  
Cleveland, OH 44113

(216) 4496-2918  
smith@yahoo.com

July 14, 2008

Richard Brown, Assistant Principal  
Community School District  
5390 Carnegie Avenue  
Cleveland, OH 44115

Dear Mr. Brown:

With the enclosed resume, I would like to make you aware of my desire to explore employment opportunities with the Community School District. I have recently completed my Master of Education in School Counseling degree at Cleveland State University and offer strong communication and counseling skills.

As you will see from my resume, I have excelled in counseling positions in a camp environment, in a home for displaced children, and at the YMCA. While working as a Counselor at an orphanage, I became known for my creativity and program development skills. On my own initiative, I organized a store at the orphanage so that youth aged 9-19 could learn money-handling and budgeting skills. I was commended for my efforts which resulted in building self-esteem, a feeling of self worth, and life skills confidence.

In a job as a Case Manager at the YMCA, I worked as an intern with the Big Brothers/Big Sisters of Cleveland. In that capacity, I organized an after-school program at Cleveland City Middle School designed to build self-esteem in students. The program I developed began with 10 children and grew to serve 40, and after my internship, the program received formal funding so that it can continue. For my efforts and initiative, I received a certificate of appreciation.

As a teenager, I discovered my orientation toward the education/counseling field while working as a Camp Counselor with children aged 6-13. I also volunteered as Office Manager at the local women's shelter, where I developed a book of essays written by the homeless clients of this nonprofit organization.

If you can use a caring and enthusiastic young professional with a true desire to make a difference in the lives of others, I hope you will contact me to suggest a time when we might meet to discuss your needs. I can provide excellent references.

Sincerely,

*Mary Smith*

Mary Smith

Enclosures: Resume and Application

## **SAMPLE THANK YOU LETTERS:**

Thank you letters must be written within 24 hours of your interview! Use these hints and sample letters as a guide to write your own letter to the interviewer.

**Note:** This is your chance to mention anything helpful to your campaign that you did not have an opportunity to tell the employer during the interview. Be brief and precise.

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### **Hints for Writing a Thank You Letter:**

#### **Be Genuine**

Perhaps the single most important thing to remember when writing thank you notes is to be genuine. A sincere, personal note of thanks is actually quite rare from job applicants. Therefore, a well-written, true expression of gratitude can make you a particularly memorable candidate.

#### **Individualize**

Your letter should be a message of thanks from you as an individual to another individual. If your letter sounds like it could have been written by anyone for any position, then it will be perceived much like a “limp hand-shake”. Mention something from the conversation with the interviewer if an interesting topic arose. However, be prudent when adding anything other than “thank you” in your letter. Now is not the time for a hard-sell pitch of your skills. Remember, this is an expression of gratitude to the interviewer – not a forum to discuss your skills and abilities.

#### **Typed vs. Handwritten**

Traditionally, the thank you note has been handwritten. If your handwriting is good it can contribute to personalizing your correspondence. However, if your handwriting is poor, typing the correspondence is perfectly acceptable. In addition, if the impression from the interviewer is strictly formal, than typed would be more appropriate. The important thing is to never appear too formal while maintaining professionalism.

#### **Paper & Envelopes**

Thank you note cards with matching envelopes are appropriate for use as long as you stick to a simple card without cute graphics and sayings. High quality stationery paper with matching envelope is suitable as well. Both can be found at stationery stores and greeting-card shops.

#### **E-Mail**

For most situations e-mailing your thank you may be seen as too impersonal. However, exceptions do exist and this is becoming a more and more common choice. If you are interviewing with a high-tech company, the interviewer may expect your response electronically. Also, if when interviewing you get the sense the interviewer prefers electronic correspondence over paper, e-mailing would be appropriate.

#### **Where & When**

Finally, a thank you letter should be sent to each individual with whom you interviewed. Not a copy of one letter to all, but an individualized correspondence. Remember, thank you notes should be mailed within 24 hours of the interview.

## Sample Thank-You Letters



**Thank-you letters must be written within 24 hours of your interview! Use these sample thank-you letters as a guide to write your own letter to the interviewer.**

**Note: This is your chance to mention anything helpful to your campaign that you did not have an opportunity to tell the employer during the interview. Be brief and precise.**

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1000 Chester Street  
Cleveland, OH 44113  
August 25, 2008

Mr. Robert Jones, Director of Personnel  
Appletree Center for Children  
1234 Clover Drive  
Cleveland, OH 44113

Dear Mr. Jones:

Thank you for an interesting and informative interview on August 24, 2008. The position of Case Manager with Appletree Center for Children is of considerable interest to me, as I am most impressed with your organization's mission and excellent growth record.

One point was not brought out in our interview that may be of importance to you. In my previous position with Beach Land, I developed, implemented, and presented an Alcohol and Drugs Counseling Group for users and their families.

Again, thank you for your time and consideration. I am confident that I can make valuable contributions to your organization's Youth Program. I will look forward to hearing from you.

Sincerely,

Ann Smith

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2000 Euclid Avenue  
Cleveland, OH 44121  
August 25, 2008

Julie Anderson, Principal  
Cleveland Senior High School  
2020 Cedar Lane  
Cleveland, OH 44123

Dear Ms. Anderson:

Thank you for your time this morning. I appreciated your kindness and enjoyed meeting you and the members of your staff.

Speaking with you, I feel my background, interest, and skills are in line with the goals of your school district. As I mentioned during the interview, I am confident that my education at Cleveland State University and graduate internship at Lakewood High School have prepared me greatly for working as a school counselor.

I hope you will consider me favorable for the position of School Counselor. I am excited about the possibility of becoming a member of the Cleveland Senior High School team. I look forward to seeing you again.

Sincerely,

David J. Baker



## SCHOOL COUNSELOR INTERVIEW PORTFOLIO

- Resume
- Cover Letter
- References page
- Professional letters of reference
- Educational transcripts, coursework samples (special projects or research)
- School Counseling Certifications and any other relevant certifications or credentials
- Awards, honors, publications, and presentations (include brochure)
- Certificates of attendance and participation in relevant workshops and seminars
- Outstanding supervisory evaluations of your internship experience
- Letters from parents commending you for your work with their children
- Photos of you presenting a classroom or small group guidance activity
- A creative lesson plan/activities you developed and presented on a relevant topic
- Photos of special activities or mentoring programs (ie. coaching, club advisor)
- Examples of motivational activities and progress rewards utilized with students
- Newspaper articles/photos of you as a leader, organizer, team player, or role model
- Letters of invitation to share your expertise to train, consult, mentor, or counsel others
- Letters from school administrators praising your performance (ie. crisis intervention)
- Projects you initiated and implemented (ie. parent newsletter, peer mediation program)

# School Counselor Hints, Job Search Advice & Tips

## **OBJECTIVE:**

*To provide individual and group guidance and mental health services relative to issues of scholastic, educational, career, and personal-social nature while encouraging personal growth in an educational setting.*

Professional association membership enhances the school counselor's knowledge and effectiveness.

## **PROFESSIONAL AFFILIATIONS:**

- Ohio Counselors Association
- Ohio School Counselors Association
- American School Counselors Association
- Chi Sigma Iota Honor Society for Counselors

Sigma Phi Beta chapter of Chi Sigma Iota Honor Society for Counselors – Current School Counselor Representative

## **The Practice of Professional Counseling:**

The application of mental health, psychological, or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

## **Objective Statement vs. Profile Statement**

The first few lines of your resume count. Just like an advertisement, the resume needs to hook the interest of the reader. Resumes are scanned and the reader spends about 30 seconds deciding whether your resume goes into the IN or the OUT pile.

It has long been thought that an objective statement is a necessary component of a resume. The objective statement is a brief, clear statement that outlines the type of employment one is seeking. It includes a position title, perhaps the name of the company to which one is applying or, at the very least, the type of industry. A well-written objective statement gives the prospective employer the sense that one has purpose and direction. A poorly written objective wastes space.

A profile or summary statement has a different focus. Instead of the objective statement "This is what I want" perspective, the profile says, "This is what I have to offer you." A profile/summary statement would detail three to five key strengths, experiences and interests that one has to offer the employer. It answers the question, "What can this candidate do for me?" This brief, well-written statement can be called: Profile, Summary, Strengths, Skills, or Highlights. If one chooses the profile statement, the cover letter accompanying one's resume must specify the position of interest, including job title and/or job number.

## **A comparison:**

**Job Objective:** Desire technical editing position with supervisory responsibilities in an engineering firm.

**Profile:** Highly skilled technical writer with three years publishing experience. Knowledgeable in current web design technology. Experienced communicator and team player.

ASCA's National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today's school counselor who is uniquely trained to implement this program.

## Why Elementary School Counselors

### **Elementary School Counselors Implement the Counseling Program by Providing:**

#### *School Guidance Curriculum*

1. Academic support, including organizational, study and test-taking skills
2. Goal setting and decision-making
3. Career awareness, exploration and planning
4. Education on understanding self and others  
Peer relationships, coping strategies and effective social skills
5. Communication, problem-solving and conflict resolution
6. Substance abuse education
7. Multicultural/diversity awareness

#### *Individual Student Planning*

1. Academic planning
2. Goal setting/decision- making
3. Education on understanding of self, including strengths and weaknesses
4. Transition plans

#### *Responsive Services*

1. Individual and small-group counseling
2. Individual/family/school crisis intervention
3. Conflict resolution
4. Consultation/collaboration
5. Referrals

#### *System Support*

1. Professional development
2. Consultation, collaboration and teaming
3. Program management and operation

### **Elementary School Counselors Collaborate with:**

#### **Parents**

Parent education

Communication/networking

Academic planning

College/career awareness programs

One-on-one parent conferencing

Interpretation of assessment results

#### **Teachers**

Classroom guidance activities

Academic support, including learning style assessment and education to help students succeed academically

Classroom speakers

At-risk student identification and implementation of interventions to enhance success

#### **Administrators**

School climate

Behavioral management plans

School-wide needs assessments

Student data and results

Student assistance team building

#### **Students**

Peer education

Peer support

Academic support  
School climate  
Leadership development  
Community  
Job shadowing, service learning  
Crisis interventions  
Referrals  
Parenting classes  
Support groups  
Career education

## **Why Middle School Counselors**

### **Middle School Counselors Implement the Counseling Program by Providing:**

#### *School Guidance Curriculum*

Academic skills support  
Organizational, study and test-taking skills  
Education in understanding self and others  
Coping strategies  
Peer relationships and effective social skills  
Communication, problem-solving, decision-making and conflict resolution  
Career awareness, exploration and planning  
Substance abuse education  
Multicultural/diversity awareness

#### *Individual Student Planning*

Goal-setting/decision- making  
Academic planning  
Career planning  
Education in understanding of self, including strengths and weaknesses  
Transition planning

#### *Responsive Services*

Individual and small group counseling  
Individual/family/school crisis intervention  
Peer facilitation  
Consultation/collaboration  
Referrals

#### *System Support*

Professional development  
Consultation, collaboration and teaming  
Program management and operation

### **Middle School Counselors Collaborate With:**

#### **Parents**

Parent information night  
Communication/networking  
Academic planning programs  
Parent and family education  
One-on-one parent conferencing  
Assessment results interpretation  
Resource referrals  
College/career exploration

#### **Teachers**

Career portfolio development  
Assistance with students' academic plans  
Classroom guidance activities on study skills, career development, etc.  
Academic support, learning style assessment and education to help students succeed academically  
Classroom career speakers

At-risk student identification and implementation of interventions to enhance success

Parent communication/education

### **Administrators**

School climate

Behavioral management plans

School-wide needs assessment

Student data and results

Student assistance team building

Leadership

### **Students**

Peer education

Peer support

Academic support

School climate

Leadership development

### **Community**

Job shadowing, service learning

Crisis interventions

Referrals

Parenting classes

Support groups

Career education

## **Why Secondary School Counselors?**

### **Secondary School Counselors Implement the Counseling Program by Providing:**

#### *Classroom Guidance*

1. Academic skills support
2. Organizational, study and test-taking skills
3. Post-secondary planning and application process
4. Career planning
5. Education in understanding self and others
6. Coping strategies
7. Peer relationships and effective social skills
8. Communication, problem-solving, decision-making, conflict resolution and study skills
9. Career awareness and the world of work
10. Substance abuse education
11. Multicultural/diversity awareness

#### *Individual Student Planning*

1. Goal setting
2. Academic plans
3. Career plans
4. Problem solving
5. Education in understanding of self, including strengths and weaknesses
6. Transition plans

#### *Responsive Services*

1. Individual and small-group counseling
2. Individual/family/school crisis intervention
3. Peer facilitation
4. Consultation/collaboration
5. Referrals

#### *System Support*

1. Consultation, collaboration and teaming
2. Program management and operation
3. Professional development

### **Secondary School Counselors Collaborate with:**

**Parents**

Academic planning/support  
Post-secondary planning  
Scholarship/financial search process  
School-to-parent communications  
School-to-work transition programs  
One-on-one parent conferencing  
Referral process

**Students**

Academic support services  
Program planning  
Peer education program  
Peer mediation program  
Crisis management  
Transition programs

**Teachers**

Portfolio development, providing recommendations and assisting students with the post-secondary application process  
Classroom guidance lessons on post-secondary planning, study skills, career development, etc.  
School-to-work transition programs  
Academic support, learning style assessment and education to help students succeed academically  
Classroom speakers  
At-risk student identification and implementation of interventions to enhance success

**Administrators**

School climate  
Academic support interventions  
Behavioral management plans  
School-wide needs assessments  
Data sharing  
Student assistance team development

**MORE COUNSELOR TRAITS**

**On Laughter and Humor** - Humor also assists in building resiliency in children.

**On the Ability to Advocate** - The school counselor needs to be able to advocate on behalf of the students and the counseling program. The counselor also needs to be able to teach others to advocate for themselves and for those who cannot advocate for themselves.

**On Humility** - My job is to be a role model for someone who does not have all the answers but who is not afraid to look in the very dark places to find them.

**On Smiling** - a consistent, every day *smile*.

**LAST BUT NOT LEAST...****GREAT QUOTE FOR STUDENTS TO REFERENCE DURING AN INTERVIEW!!!**

Finally, we asked ASCA president Janice Gallagher to respond to our question, and she did.

"I believe a school counselor must be able to see and understand the *multifaceted* potential of children. Counseling children is like working with an array of different gems and stones. Some are perfect as they are. Others need a little polish to shine, and still others need to be examined for preparation before they are shaped to be most beautiful and functional. One may be most lovely alone, another may be best as part of a small grouping or arrangement, and others need to be surrounded by a crowd. Each is different, each is beautiful in its own right and, most important, each has value."

Article by Gary Hopkins

[http://www.education-world.com/a\\_curr/curr198.shtml](http://www.education-world.com/a_curr/curr198.shtml)

## **Survey Schools – Visit schools or districts of interest to inquire about vacancies**

- Make a list of school districts and specific schools that interest you (public, private, etc.)
- Prioritize the list, placing your first choices at the top
- Set up a schedule of in person visits (cold calls) to the schools on your list
- Ask to speak with the principal, personnel director, or anyone on the hiring panel. If you are granted an informal visit with someone who has hiring power, be prepared to explain your intentions. For example:

*“My name is \_\_\_\_\_ and I’m seeking a school counselor position. I’m interested in your school (or school district) because of its excellent reputation. When positions become available, I plan to apply for them. In the meantime, I was hoping to personally meet you and learn more about your school (or school district).”*

Remember, administrators are impressed by candidates who have taken the initiative to introduce themselves and visit their schools. It also helps to them to connect faces with names on an application, another way to market yourself and your skills.

## **Networking – Talk to anyone and everyone regarding job contacts and vacancies**

- More people obtain jobs by networking than using conventional job search methods
- Ask teachers, counselors, and administrators where you’ve interned, volunteered, or worked, about job openings in the school or district. Ask for key contact referrals in other school districts as well. Conduct school surveys through these contacts.
- Conduct informational interviews with professionals in fields of interest as a way to learn more about their job, educational background, career path to current position, industry pros and cons, and to obtain referrals that broaden your networking base. See the CDC’s online **Informational Interview** guide @ <http://www.rivier.edu/departments/cardev/talk.html>
- Ask friends, relatives, and community members if they can refer you to contacts with hiring power or have information about local school counselor vacancies.
- Join national and local professional associations to develop a professional support network and obtain current employment information through journals and newsletters.
  - American Counseling Association  
5999 Stevenson Ave. phone: 800-347-6647  
Alexandria, Virginia 22304-3300 website: [www.counseling.org/](http://www.counseling.org/)
  - American School Counseling Association  
801 North Fairfax St., Suite 310 phone: 800-306-4722  
Alexandria, Virginia 22313 website: [www.schoolcounselor.org/](http://www.schoolcounselor.org/)

## **Surf the Internet for Job Vacancies and School District Information**

- Research Employers Online  
Job Postings Online –
  - NHCUC Jobline
  - Job Sites Listed by Career/Major Field (Jobs in Education)
  - Local Resources
- State Departments of Education websites :
- Specific schools and school district websites:
- Newsgroups:
- State Licensure and Certification Guidelines –

## ✓ SUPPORT NETWORK CHECKLIST

Fill in the names of people who might help you in the list below. Specifically ask yourself: can this person help (provide information, introduce me to someone, offer advice, write a reference, etc.)?

Career Services Coordinator: \_\_\_\_\_

Former employers: \_\_\_\_\_

Former coworkers: \_\_\_\_\_

Present employer: \_\_\_\_\_

Friends: \_\_\_\_\_

Relatives: \_\_\_\_\_

Civic group members: \_\_\_\_\_

Professional association members: \_\_\_\_\_

Alumni group members: \_\_\_\_\_

Religious group members: \_\_\_\_\_

Clients: \_\_\_\_\_

Counselors/Advisors: \_\_\_\_\_

Teachers: \_\_\_\_\_

Clergy: \_\_\_\_\_

Neighbors: \_\_\_\_\_

Classmates: \_\_\_\_\_

Bankers: \_\_\_\_\_

Accountants: \_\_\_\_\_

Financial Planners: \_\_\_\_\_

Insurance agents: \_\_\_\_\_

Real estate agents: \_\_\_\_\_

Stockbrokers: \_\_\_\_\_

Salespeople: \_\_\_\_\_

Retail store owners: \_\_\_\_\_

Medical professionals: \_\_\_\_\_

Others: \_\_\_\_\_

