

**CSU Career Services Center
Master of Education
in
School Administrator, Supervision &
Curriculum Development
Career Search Guide©**



Prepared by:

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CSU Career Services Center
Graduate Students/Alumni Services for School Administrators, Supervision,
and Curriculum Development Education Majors

1. **csucareerline.eRecruiting** – <http://csucareerline.experience.com>
 - Register early on csucareerline.experience
 - Post an electronic resume for employers to view and for the Career Services Center to distribute
 - View Job Openings: local, regional, national
 - Check event schedule for Job Fairs and On-Campus Recruiting
2. Document Development and Critiques
 - Resumes – Curriculum Vitae – Portfolios
 - Cover Letters/Letters of Interest
 - Thank you letters
3. Mock Interview Program
 - Dress Rehearsal and/or Videotaped mock interview
 - Immediate feedback on your interviewing skills
 - Current interview questions for teacher candidates
4. Advising Appointments
 - Discuss strategies for your job search/career
 - Resume reviews
5. Job Search/Placement Resources
 - **Career Services Web Site** – www.csuohio.edu/offices/career
Links to Education Job Search/Placement Resources
 - Education Websites and information
 - Special Education, Counselors, Education Administration job postings
 - Early, Middle, Multi-age Education job postings
 - Higher Education, Out-of-State Education job postings
 - *****Customized Education Major Career Search Guides/Interview Packets – Click on: Career Search Strategies > Strategies for Education Majors Click on appropriate guide/packet*****
 - <http://csucareerline.experience.com> – Job Postings
 - Northeast Ohio Area School Systems List: www.csuohio.edu/offices/career - Career Websites - Education
 - [American Association for Employment in Education Job Search Handbook](#)
 - CSU Fall & Spring Career Fairs
 - Professional Education Workshops/Panels
6. **NOTED – Northeast Ohio Teacher Education Day 2010 – Tuesday, March 30, 2010 (7:30am-5pm)**
 - **Location: John S. Knight Center, 77 East Mill Street, Akron, Ohio 44308**
 - **Go to <http://www.notedjobfair.org>**
7. On-going Career Development Workshops + Professional Career Workshops for Education Majors
 - Resume/Cover Letter/Curriculum Vitae Writing - Requirements
 - Interviewing Skills, Techniques and Current Questions
 - Networking Resources and Strategies
 - Professional Dress/Etiquette
 - Online Reputation Management & Job Search Tools
 - Negotiations & Expectations – BCI/FBI Background Checks – Professional Development
 - Entry Year Teacher Preparation – “You’re Hired!”

For more information, contact: **Sharon K. Moss, M.Ed., Education Career Coordinator**
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CONTENTS

Job Search Do's.....	4
Job Search Don'ts.....	5
Do's and Don'ts for your Resume.....	6
Resume Elements.....	7
Keywords/Phrases for Resume Preparation – Action Words.....	8-10
Resume Objective Samples.....	11
Resume Samples.....	12-15
Rules of Cover Letters/Letters of Interest.....	16
Cover Letter Samples.....	17-19
Sample Thank-You Letters.....	20
Ohio Entry Year Program-Principals.....	21
Online Reputation Management.....	22-23
Support Network Checklist.....	24
Employer Contact Tracking List.....	25

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_{1/2} 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
- two pages unless you have several years of teaching experience (work experience should be condensed). Focus on teaching/ school administration-supervision related experience.
- on only one side of the paper
- in a standard typeface (Arial, Garmond, Helvetica, Optima, Palatino, Tahoma, Times New Roman, Univers)
- in a font size of 11 to 14 (Name in larger font i.e., 18-20)
- 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
- highlight with power and pizzazz
- saved on diskette/ jump drive since you will need to revise
- proofread by several people (one of whom should be a Career Services Center coordinator)
- 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.

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
- Website/ Blog/ Social Media Sites

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 (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.)

Administrator Experience (list most recent first)

- Dates of Employment (month, year)
- School & location (city, state)
- Position Title (Assistant Principal, Principal, Superintendent, Curriculum Director, etc.)
- Describe work responsibilities with action words

Teaching Experience (list most recent first/ follow Administrator Experience format)

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)

References available upon request. [Note: Your references should be listed on an entirely separate References page, not on your resume: Person's name, title, place of business, complete business address, phone number.]

Affiliations/ Professional Memberships/ Honors/ Activities/ Presentations/ Publications

(You may use all of these, or you may use only use some of them. It depends on your situation.)

- | | |
|------------------------------------|-------------------------------------|
| • Campus Organizations | • Exhibits/ Performances |
| • Professional Organizations | • Presentations/ Publications |
| • Volunteer Activities | • Sports Teams |
| • Fraternity/ Sorority | • Dean's List |
| • Scholarships/ Achievement Awards | • List leadership roles, committees |

Keywords for Resume Preparation

Action Words

Accelerated	Consulted	Focused
Accomplished	Controlled	Forecasted
Achieved	Cooperated	Formulated
Acted as	Coordinated	Founded
Active in	Corresponded	Functioned as
Actively	Counseled	Gained
Adapted	Created	Gathered
Addressed	Critiqued	Generated
Administered	Culminated in	Graded
Advised	Decided	Graduated
Allocated	Defined	Guided
Analyzed	Delegated	Handled
Anticipated	Demonstrated	Hired
Applied	Designed	Helped
Approved	Determined	Identified
Arbitrated	Developed	Illustrated
Arranged	Devised	Implemented
Assembled	Diagnosed	Improved
Assessed	Directed	Improvised
Assigned	Disciplined	Increased
Assisted	Discovered	Individualized
Attained	Displayed	Influenced
Attended	Distributed	Informed
Audited	Documented	Initiated
Authored	Drafted	Innovated
Balanced	Earned	Inspected
Billed	Edited	Inspired
Budgeted	Educated	Installed
Built	Effected	Instituted
Calculated	Elevated	Instructed
Catalogued	Eliminated	Integrated
Chaperoned	Employed	Interpreted
Chaired	Enabled	Interviewed
Channeled	Enacted	Introduced
Clarified	Encouraged	Invented
Classified	Energized	Investigated
Coached	Engineered	Issued
Collected	Established	Judged
Communicated	Evaluated	Justified
Compared	Examined	Launched
Compiled	Excelled	Lead
Completed	Executed	Lectured
Computed	Expanded	Led
Conceived	Expedited	Located
Conceptualized	Explained	Maintained
Conducted	Expressed	Managed
Consolidated	Facilitated	Marketed
Constructed		Mastered
		Mediated

Met with
Minimized
Mobilized
Moderated
Modernized
Motivated
Negotiated
Organized
Originated
Operated
Optimized
Orginated
Orchestrated
Ordered
Organized
Oversaw
Participated
Performed
Pinpointed
Planned
Prepared
Presented
Prioritized
Processed
Produced
Proficient
Programmed
Promoted
Proposed
Proved

Provided
Publicized
Published
Purchased
Queried
Questioned
Recommended
Reconciled
Recorded
Recruited
Reduced
Referred
Reinforced
Reorganized
Represented
Researched
Resolved
Revamped
Reviewed
Revised
Revitalized
Saved
Scheduled
Screened
Served
Set goals
Set up
Significantly
Simplified
Simulated

Solved
Specified
Spearheaded
Standardized
Stimulated
Strategy
Streamlined
Structured
Successfully
Suggested
Summarized
Supervised
Supported
Surpassed
Systemized
Tabulated
Taught
Tested
Trained
Translated
Transmitted
Tripled
Tutored
Typed
Updated
Upgraded
Used
Validated
Won
Wrote

Self-Descriptive Words

active	enterprising	Responsible
adaptable	efficient	Pleasant
aggressive	energetic	positive
alert	enthusiastic	practical
ambitious	extroverted	productive
analytical	Fair	realistic
attentive	forceful	reliable
broad-minded	imaginative	resourceful
conscientious	independent	respective
consistent	logical	self-reliant
constructive	Loyal	sense of humor
creative	mature	sincere
dependable	methodical	sophisticated
determined	objective	systematic
diplomatic	optimistic	tactful
disciplined	perceptive	talented
discreet	personable	will travel
	economical	will relocate

Phrases Teachers should consider using as appropriate:

Elementary Education (all subjects)
Innovative Curriculum Development
Lesson Planning
Classroom Management
Mentoring
Motivation
Textbook Review & Selection
Cultural Sensitivity
Committee & In-Service Leadership
Parental Involvement
Phonemic Awareness
Engaging Students
Interactive Lessons
Creative Problem Solving
Whole Language Curriculum
Hands-on Instruction
Student Assessment
Standardized Testing/Scoring
Diversity in Schools and Classrooms

OBJECTIVE SAMPLES

Middle School Math and/or Social Studies Teacher (Grades 4-9)
Permanent or Part Time Substitute Teacher

A teaching position that allows me to facilitate and inspire learning. To develop connections in the curriculum through interactive, cross-curricular activities. To oversee students' growth into productive and insightful members of society and their community.

To become a lifelong educator who is focused on empowering students to appreciate, enjoy and master the language arts, emphasizing writing, literature and speech.

To secure a position in Early Childhood Education with focus on the importance of communicating to children the value and gratification of learning.

To obtain a teaching position in the area of Middle Childhood Education grades 4-9 in the fields of Reading, Language Arts and/or Social Studies.

I am seeking a full-time position as a Mild/Moderate Intervention Specialist.

Seeking team environment setting teaching Mathematics within an Urban school at the secondary high school level.

Enthusiastic, creative, and experienced educator is seeking a rewarding position as a Social Studies and/or Language Arts teacher in Grades 4-9.

To obtain a math and/or science teaching position at the middle school level.
Qualified and interested in coaching athletics.

Seeking an early childhood teaching position (PreK-3) to utilize my instructional skills and creativity to meet the individual needs of each student and promote lifelong learning with the opportunity to coach extracurricular activities.

To obtain employment as a secondary science teacher teaching Biology and/or Chemistry. Qualified and interested in coaching basketball and/or softball.

To obtain a position as a physical education teacher at the elementary, middle or high school level with supplemental coaching responsibilities.

To obtain a certified K-12 art teacher position in a challenging and inspiring learning environment where I can apply my skills and passions in art education.

To obtain a career position in education at the PreK-3 grade level utilizing my knowledge and creativity to run a successful and efficient classroom.

SEEKING K-12 PHYSICAL EDUCATION POSITION

Professional, highly resourceful Physical Education Teacher with an enthusiastic dedication towards making a positive impact on the lives of today's youth, with special
Emphasis on individual learning styles, diversity, and inclusion.

JUDITH BLOCK

5555 E. 151st Street, Cleveland, OH 54875
(216) 555-1525 - jblock@aol.com

ELEMENTARY SCHOOL PRINCIPAL

Offering 10 years of Achievement in Developing Productive Student-Focused Environments to Maximize Learning Experiences

Dedicated, resourceful education professional with proven ability to create and monitor policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students; develop an environment that encourages open communication with colleagues, students, and the community; and mentor educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state learning regulations. Detailed educational knowledge and core skills include:

Student-centered Instruction/ Program Development/ Parental & Community Involvement/ Attendance and Grade Reports/ Individual Education Plans/ Curriculum Development and Implementation / Extracurricular Involvement/ Training & Development
Budgeting and Forecasting/ Team-Building/ Educational Administration/ Classroom Management/ Instructional Programming

EDUCATION

Cleveland State University, Cleveland, OH
Advance Graduated Study in Educational Administration, 2000
Master of Education, Elementary Education, May 1998, GPA - 4.0

PROFESSIONAL EXPERIENCE

SOUTH EASTERN SCHOOL DISTRICT, Cleveland, OH **2001 – Present**
Principal – ABC Middle School

Plan, control, and direct the overall activities for elementary school with 500 students and 36 faculty members. Scope of position includes: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiative; team-building; shared decision-making; school values promotion; advisory council coordination; and creation of a safe, respectful, and fair environment.

- **Increased student attendance by 10%** by restoring student-faculty relationship.
- **Reduced student discipline rate by 8%** by implementing student discipline program.
- **Increased students' reading at grade level by 20%** by implementing "home reading" program.
- **Authored and published book** entitled, Open Parent, Staff, & Student Relationships Equal Results.

Professional Experience – continued

- Stretched curriculum development function in all academic subjects to boost the quality of education.
- Formed major private retail partnerships and enlisted parent volunteers to implement the first “breakfast program” in the State of Ohio, which increased students’ learning and focus.
- Created and led textbook review committee – reviewed, selected, and purchased modern learning resources.
- Secured funding to implement new speech program, which dramatically improved students’ ability to communicate.
- Created “tutor program” to students had “peer resources” available.
- Applied for and received \$150,000 library renovation grant.
- Introduced computer technology initiative and identified age-appropriate software to broaden curriculum objectives.

NORTH EASTERN SCHOOL DISTRICT, Cleveland, OH
Teacher – Primary (K-3), Middle (4-8)

1998-2000

- Modified curriculum for special needs students to promote a positive classroom experience.
- Designed “Read and Listen to Help Program,” which increased academic development and confidence in challenged students.
- Brought 10 children from below grade level to two grades above in mathematics by creating innovative, fun learning methods.
- Appointed by Principal as “Mentor Teacher: to assist new teachers.

PROFESSIONAL DEVELOPMENT

Classroom Management
Leadership Skills
Curriculum – 21st Century
Kinetic Learning

Literature Development
Discipline Management
Special Needs Education
Delegation Control

Dimensions of Learning
Team-Building Techniques
Motivation – Make it Work
Student-Centered Learning

COMPUTER SKILLS

MS- Access, Microsoft Windows, Excel, and Word, Internet, Email

COMMUNITY INVOLVEMENT

Member, Rotary Club of Somewhere, OH – 1 year

Treasurer, MS Society, Somewhere, OH – 2 years

Tutor, English as a Second Language, Somewhere, OH - 10 years

P.A.L., Reading to Children, Somewhere, OH 4 years

RENEE WILCOX

345 Archway Blvd. * Cleveland, OH 44134

Home: (216) 212-4545 * Cell: (216) 353-2382 * r.wilcox1@hotmail.com

ASSISTANT PRINCIPAL

Outstanding record of success maximizing the effectiveness of educational programs through skillful curriculum development for 3rd through 5th grades. Expert knowledge in Ohio Essential Knowledge and Skills, assessment, testing, curriculum, and educational programs. Proven results directing and coordinating academic and auxiliary activities of elementary schools by effectively collaborating with team members and administrators.

Educational Intervention	Curriculum Development	Student Discipline
Data driven Instruction	Technology Workshops	Fundraising
Teaching Staff Instruction	Lesson Plan Review	Policy Review
Transportation Coordination	Performance Evaluation	School Reform

PROFESSIONAL EXPERIENCE

Assistant Principal - ABC Discovery Elementary School – Cleveland, OH * 2000 – Present

Assist teachers with lesson plans and units for instruction; review all assessments and ensure sufficient inclusion of technological tools. Supervise 35 teachers, 12 support personnel, and 800+ students. Conduct pre- and post-conferences with teachers to review observations and evaluations. Serve as the chief student disciplinarian. Attend conferences with students, parents, and teachers; consult with school counselors, psychologists, social workers, and nurses to assess needs and challenges of correcting student behavior on the bus and in school. Ensure optimal classroom coverage. Work with the District Transportation Coordinator to assign bus routes.

- Designed and implement a system for tracking teacher attendance for payroll purposes.
- Spearheaded the basic use of personalized Behavior Intervention Plans (BIPs) for students.
- Pioneered the concept of performing home / community visits and parent work site visits to discuss student academic / behavioral progress and needs.

Assistant Principal -BCD Early Childhood Learning Center, Cleveland, OH * 19xx - 2000

Served as the Earth Quest Program administrator overseeing 15 teachers and 200 students. Conducted pre- and post-conferences with teacher evaluations and observations. Formulated student personnel policies and observed / evaluated teacher performance. Provided consultation and discipline for students with attendance and behavior problems.

- Introduced the Peer Observation Program for teachers needing to enhance classroom management skills.
- Appointed by the Associate Superintendent to direct a district-wide building inspection program.

6th Grade Magnet Math Instructor - CDE Elementary School – Cleveland, OH * 19xx – 19xx

Designed lesson plans and provided data driven instruction in mathematics to four classes per county standards and guidelines. Served as backup to the 6th Grade Assistant Principal; managed 12 teachers and 500 students during absence. Monitored academic performance and provided additional attention to students in need. Served as an advisor to student and liaison to the parents.

- Received a commendation from the state of Ohio for excellence in mathematics program management.

- Recognized as the key contributor in raising 6th grade math scores to institution record levels with the first year.
- Played a major role in raising \$18,000 during a fundraising event at EFG Middle School.

EDUCATION

Doctorate – Curriculum and Instruction * Berne University, Cecil, PA * 2004

Master of Education * Cleveland State University, Cleveland, OH * 19xx

Bachelor of Arts * Southern University, a & M College, Baton Rouge, LA * 19xx

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.

Sample Cover Letter

Your Name
Your street address or PO Box
Your city, state and zip code

Name of contact person
Their street address
Their city, state and zip code

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, then use the salutation “Dear Personnel Director:” or similar.)

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: Demonstrate your ability to add value to the organization and or highlight key strengths and abilities!

- 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 position you are applying for. 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 enclosed resume.

Final Paragraph:

Purpose: 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 number is on the resume, you should include it in your letter.
- Thank them sincerely for their time and consideration of your resume.

Sincerely,
Sign your name in ink

Type your name

Enclosures: Resume
 Application

April 17, 2007

4988 Edsal Dr.
Lyndhurst, OH 44124
(216) 533-9884
fullerle@gmail.com

Valerie Watson
Program Administrator for the Emotional Disturbed
Geauga County Educational Service Center
470 Center Street
Chardon, Ohio 44024

Dear Ms. Watson:

It is my understanding that the Geauga County Educational Service Center is actively pursuing the very best administrators to help create a strong learning environment and promote excellence at the Gaitway School. With a proven record of exceptional work in the field of education, I am confident I would be an asset to your current staff of highly qualified administrators.

Strong administrators are dynamic, enthusiastic and motivated individuals who are passionate about education. They are well rounded, with a wide breadth of knowledge, willing to learn, grow and change. I am fortunate to have had a myriad of experiences in my life that have given me the tools necessary to excel as an administrator. I was raised in a family with strong values and tremendous work ethic. I attended, and excelled, in an exceptional liberal arts college, and have had the opportunity to travel to many different countries and experience numerous cultures. I currently pursue opportunities to expand and grow as an individual and take pride in experiences that I find are invaluable in providing a superior education.

Unique to the Gaitway School, I have a strong background in farming and the outdoors. Countless years I spent working on the Fullercrest Farm in Hartsgrove, Ohio. Here I spent much time gaining knowledge of agricultural operations and maintenance. I have much experience with large animals, live-stock, crops and vegetation. I am also conversant with FFA, 4-H, wildlife conservation and governmental farming programs. The aforementioned, combined with my experience with exceptional children and at-risk youth make me an excellent candidate for an administrator at the Gaitway School.

Currently, I am in my sixth year of teaching eighth grade science at Memorial Junior High School, a part of the South Euclid-Lyndhurst City Schools District. At present, I am heavily involved in the leadership of many facets of Memorial's educational programs. Given the opportunity, I would like to continue to provide these services and/or others to the Gaitway School.

I am confident that my unique background and strong rapport with students has offered me the foundation necessary to excel as an administrator at the Gaitway School. If your district has an interest in my leadership, please contact me so that we may further discuss my qualifications. Along with this letter, I have enclosed my resume, several letters of recommendation and a list of references. I look forward to hearing from you and anticipate the opportunity for further discussion. Thank you for your consideration.

Respectfully,

Lee E. Fuller
Enc.

February 3, 2007

4988 Edsal Dr.
Lyndhurst, OH 44124
(216) 533-9884
fullerle@gmail.com

Dr. John Doe
Happy Hearts School District
123 Education Ave
Springfield, Ohio 12345

Dr. John Doe:

It is my understanding that the Happy Hearts School District is actively pursuing the very best administrators to help create a strong learning environment and promote excellence in your district. With a proven record of exceptional work in the field of education, I know that I would be an asset to your current staff of highly qualified administrators.

Strong administrators are dynamic, enthusiastic and motivated individuals who are passionate about education. They are well rounded, with a wide breadth of knowledge, willing to learn, grow and change. I am fortunate to have had a myriad of experiences in my life that have given me the tools necessary to excel as an administrator. I was raised in a family with strong values and tremendous work ethic. I attended, and excelled, in an exceptional liberal arts college, and have had the opportunity to travel to many different countries and experience numerous cultures. I currently pursue opportunities to expand and grow as an individual and take pride in experiences that I find are invaluable in providing a superior education.

I currently am in my sixth year of teaching eighth grade science at Memorial Junior High School, a part of the South Euclid-Lyndhurst City Schools District. At present, I am heavily involved in the leadership of many facets of Memorial's educational and athletic programs. Given the opportunity, I would like to continue to provide these services and/or others to the Happy Hearts School District.

I am confident that my character as an individual, professionalism as a leader and strong rapport with students has offered me the foundation necessary to excel as an administrator in your district. If your district has an interest in my leadership, please contact me so that we may further discuss my qualifications. Along with this letter, I have enclosed my resume, several letters of recommendation and a list of references. I look forward to hearing from you and anticipate the opportunity for further discussion. Thank you for your consideration.

Respectfully,

Lee E. Fuller

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.

19574 Delaware Road
Cleveland, OH 44212
February 8, 2005

James Smith, Principal
Cleveland Senior High School
4444 Euclid Avenue
Cleveland, OH 44115

Dear Mr. Smith:

Thank you for your time this morning. I was certainly impressed with the efficiency, friendliness, and overall climate of Cleveland Senior High School.

Now that you've told me more about your innovative Afterschool Programs, I feel my degree in Secondary English and two years of experience with Euclid City High School's Pilot Program should be of value to your students, school, and community.

I hope you will consider me favorably for the position of Secondary English Lead Teacher. I am excited about the possibility of becoming a member of the Cleveland Senior High School team.

Sincerely,
Steven
Steven B. Boyd

1010 Yourstreet Avenue
Cleveland, OH 44113
July 12, 2004

Mrs. Shannon Jones, Director of Personnel
Springfield City Schools
1234 Clover Drive
Cleveland, OH 44112

Dear Mrs. Jones:

Thank you for an interesting and informative interview on July 11, 2004. The position of Elementary Special Education (Mild/Moderate) Teacher with Springfield City Schools is of considerable interest to me, as I am most impressed with your district's mission and excellent growth record.

One point was not brought out in our interview that may be of interest to you. In my previous position with Wilson Elementary School, I developed, implemented, and presented Inclusion Training Programs to meet the district's requirements for Professional Development Seminars.

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

Sincerely,
Rose
Rose Smith

Ohio Entry Year Program for Principals

www.ode.state.oh.us

Entry Year Principals (EYP) in Ohio are defined as principals or assistant principals who hold two-year provisional principal licenses and are employed full-time in the same assignment in their area of licensure for a minimum of 120 school days in an academic year.

Program Requirements

Each EYP must successfully complete the Entry Year Program for Principals to advance to a five-year professional principal license. Each EYP will document professional development and growth during the Entry Year Program in a professional practice portfolio. The portfolio will be submitted for performance-based assessment in March of the second year.

Each EYP will select a content track for performance-based professional development activities based on the Interstate School Leaders License Consortium (ISLLC) Standards for School Leaders. EYPs need to register for one of the following content tracks by contacting either of our providers:

- **Standards-Aligned Instructional Leadership (SAIL)** sponsored by the Ohio Association of Elementary School Administrators at <http://www.oaesa.org/>. Participants register for SAIL online by contacting emogan@sailforeducation.org or calling OAESA at (614) 430-8590.
- **Beginning Administrators' Program** sponsored by the Ohio Association of Secondary School Administrators at <http://www.oassa.org/>. Participants register by calling OASSA at (614) 430-8311.

Program Registration

There is a new registration process for first- and second-year participants in the Entry Year Principal program. Beginning in 2006-2007, each district Entry Year Coordinator will register all Entry Year Principal participants, as well as the district Entry Year Teachers through the coordinator's **Secure Application For Enterprise (SAFE)** portal. Once into that site, coordinators will link to ODE.CORE. The registration goal date is September 1, but will be flexible during this transition. The registration for Entry Year Principals will require several selections:

Program selection, either SAIL (Standards Aligned Instructional Leadership offered through OAESA, Ohio Association for Elementary School Administrators) or Beginning Administrators Program (offered through OASSA, Ohio Association for Secondary School Administrators).

[Licensure Questions? Jason Montgomery: Jason.Montgomery@ode.state.oh.us]



ONLINE REPUTATION MANAGEMENT Job Seeker, Google Thyself!

How's your Online Reputation? Have you **Googled** yourself lately? There is a **growing trend** in the number of employers who are **Googling** candidates and visiting the social-networking Internet sites **Facebook, MySpace, Twitter, LinkedIn, Flickr, Blogger, digg, YouTube, del.icio.us** to research for additional information. The results may be surprising and might even pose a risk for job seekers and derail their job prospects--especially if the information found casts a negative light on the potential candidate.

Recruiters are searching to see what information is available on the internet that may add credibility to the candidate. These searches are often used to learn about additional candidate accomplishments and community recognitions not listed within the limited space of a resume. What is published and communicated online can dramatically affect your reputation both on- and offline. These online glimpses into a job candidate's personal life and reputation can swing the tide in an employer's decision making process.

In the very public world of the Internet, millions of college students and web-savvy young adults maintain creative personal web pages within Internet social networking communities. Users create personal profiles that are sometimes questionable, and often include photographs, videos, or blogs on dating experiences, politics or musings on what really bugs them. Researchers estimate that 99% of MySpace and Facebook web pages are considered to contain inappropriate information, whether it be alcohol-related, profanity, unsuitable dress or illegal behavior.

Remember: the Internet blurs the line between what is public and what is private.

Action Plan: Job seekers need to take notice of their public Internet image. Candidates should take immediate action to investigate and clean up any personal Web sites they control. The next step is to Google their own information which may be located on other sites. If information (and – yikes! – photos) about an all night party is posted on someone else's site, usually a polite request for removal will suffice. You are encouraged to change **Facebook** and **MySpace content** to positively influence your current job search...post your resume, state your career objectives. Clean up your profiles, remove comments that might be taken the wrong way, block comments from your posts and keep your online reputation spotless. Don't post anything that you wouldn't want a client or potential employer to view.

Work to build a positive professional online persona: A great way to boost your online reputation is to take control and ownership of your professional online identity. Write and distribute well-written articles that provide sound business advice and showcase your career skills, knowledge and experience. Create a professional **blog, website** and/or **YouTube Video** to market yourself. Use professional online social networks like **LinkedIn, Twitter, Google, Flickr**, to post a professional profile that attracts business. Make it easy for potential clients and employers to form positive impressions of your character, accomplishments and professional qualifications.

Social Networks:

Facebook – A social utility that connects people with friends and others who work, study and live around them; blogs, videos, meet friends.

MySpace – Post music, videos, chat rooms, photos, blogs, meet singles.

Professional Networks:

Linkedin – www.linkedin.com

flickr – www.flickr.com

digg - www.digg.com

Twitter - <http://twitter.com>

Google – www.google.com

del.icio.us – www.delicious.com

These are a few of the many professional online networks that post professional profiles that attract business. Highlight your career skills, knowledge and experience. Make it easy for potential clients and employers to form positive impressions of your character, accomplishments and professional qualifications.

Blogs: A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on **art** (artlog), **photographs** (photoblog), **sketchblog**, **videos** (vlog), **music** (MP3 blog), **audio** (podcasting), humor (Dooce_is a wickedly funny blog) and are part of a wider network of **social media**: www.blogger.com

Videos/YouTube: Create a professional video to post on YouTube as a job search marketing tool: www.YouTube.com

Website: Add a professional touch to your job search: design your own professional website to market your skills, experiences, accomplishments, achievements.



BCI/FBI BACKGROUND CHECKS

BCI [Ohio Bureau of Criminal Identification & Investigation] and **FBI [Federal Bureau of investigation]** checks are required by the State of Ohio for mandatory for **every** school employee and volunteer. The **BCI** checks official criminal records of all individuals in the State of Ohio. The **FBI** is a federal criminal background check for individuals. A background check includes identity verification, criminal and court histories [**convictions are expunged: records are not**], driving records, past employers, and education and military records.

Any individual requesting new licensure must complete and receive a BCI before the license is processed. If you have completed a criminal record check in the State of Ohio or an FBI check within the last year, we will accept a copy of the final report from the Bureau of Criminal Investigation (B.C.I.).

Contact the CSU College of Education office for a BCI/FBI check information. The cost of BCI checks are \$20 and the FBI checks are \$40 (prices may vary).



CREDIT CHECKS

How's your credit report? An increasing number of employers routinely scan credit reports on current and prospective employees to assist in deciding who's hired, fired, or promoted. Employers are also interested in other kinds of **background checks**, including identity verification and criminal and employment histories. **Remember: an employer needs your permission to run a credit check.**

✓ 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: _____
