



THE CAREER CENTER

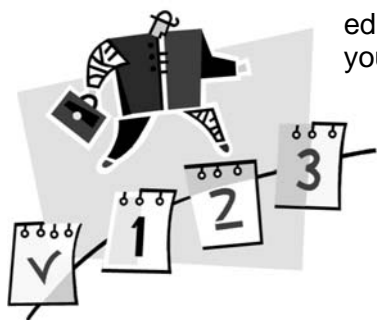
Job Search Resources for Educators



The College of Charleston Career Center offers a wide variety of services to students and alumni entering the field of Education. These services include:

- Career Counseling
- Resume Critiques
- Preparation for Interviews & Mock Interviews
- Job Search Resources
- Job Postings (CougarJobLink)
- Graduate School Information
- Workshops

JOB SEARCH PROCESS



The job search process can be overwhelming at times. The best approach is to educate yourself on the process and develop a strong plan of action to achieve your goal. The job search and application process for education related positions—

1. Research and Identify Districts / Schools of Interest
2. Identify Employment Application Process - online application options
3. Collect Application / Credential Materials and Letters of Reference
4. Complete and Submit Formal Application
5. Complete Screening and Interviewing Process

MANAGING YOUR CREDENTIALS & APPLICATION PACKAGE

In the education field, teacher candidates are often asked to submit their “credentials” when applying for teaching positions. Credentials are used by many school systems and other types of employers in their pre-selection process. Credential documents are a testament to your achievements and character in support of your entry into employment.



What does my application package include?

1. Resume
2. Transcripts
3. Test Scores (Praxis or other appropriate test scores)
4. Letters of Recommendation / Reference
5. Teaching Certificate or Letter of Intent
6. Official Application



What are the advantages of self-managing/self-credentialing?

- Allows you to take full responsibility for your job search and career correspondence
- Self-credentialing promotes efficient and timely delivery of application materials directly from you to the employer

How should you go about applying to school systems if you are self-managing/self-credentialing?

It is very important to recognize that every school district's application procedures are different.

Contact the school system in which you are seeking employment to determine their method of application, and follow those instructions precisely.

APPLYING FOR POSITIONS

SOUTH CAROLINA SCHOOL SYSTEM

1. If you are applying to teach in SC, you may utilize the **South Carolina Educator Employment Application System**, which serves all SC public school districts. This site allows you to complete an online application form and supply online references to any school district in South Carolina to which you wish to apply. The site may be accessed at <http://www.winthrop.edu/scteach>. (Also referred to as the **CERRA site**.)

Important Note: When using the SC Educator Employment Application, you must also contact the school district to whom you wish to apply to alert them to the fact you have completed the online application and your references will also be online. School districts will not automatically download these forms and consider you as a viable candidate until you have contacted them personally.

2. The online SC Educator Employment Application System also allows you to **Request a Reference**, which will email the persons you have chosen to serve as references with instructions on how to log into the system and complete an online reference form. A minimum of three (3) references are typically requested by school systems, including those from your classroom co-operating teacher and faculty supervisor of your clinical practice assignment. An additional reference might be requested from a faculty member who is familiar with your work in class, from former employers, or from other teachers or administrators who have observed your performance in the classroom, etc.
3. Other materials typically required by school systems for application purposes (may include):
 - A **resume**
 - **College transcripts**. You may usually begin the application process by sending an unofficial transcript. Some systems will ask for an official transcript later in the selection process if they are seriously considering you as a candidate. You should then make a request through the Registrar's Office for an official transcript to be sent directly to the employer. You will be responsible for paying a fee to the Registrar's Office for the service.
 - Appropriate **PRAXIS II scores** (send a copy - keep the original)
 - **Teaching Certificate or Letter of Intent** indicating that you have met requirements in order to qualify for certification. The Letter of Intent will be sent to you at the end of the semester from the School of Education. Once you receive your Teaching Certificate, you should include a copy (not the original) whenever you mail your credentials.

Applying to school districts in states other than SC:

Contact the school district of interest in order to find out how they wish you to apply, and what credentials they require. Follow their instructions.

- Check out the American Association for Employment in Education (AAEE) Job Search Handbook or online @ www.aaee.org
- Visit **Teachers-Teachers.com** or **EducationAmerica.net**
- Visit the school district website
- Call the school district
- Network at Education career fairs, such as CofC's Teacher Employment Expo or the South Carolina Teacher Expo held in Columbia each spring/summer.
- Check out the Career Center resources @ <http://careercenter.cofc.edu>, Helpful Web Links



Information About Recommendation Letters

- ✓ Confidential recommendations should be sent directly to the credential file by the writer.
- ✓ Most school districts look for recommendations from your classroom co-operating teacher and faculty supervisor of your clinical practice assignment. Additional recommendations should be requested from faculty who are familiar with your preparation in your major course of study and/or from former employers, especially education related jobs.
- ✓ Letters of recommendation may also be typed on the writer's own letterhead stationery, but they should include the Recommendation Form in order to indicate whether or not you have waived your right to access the letter.

Credential File Maintenance

If you wish to establish a credential file (or dossier), you may wish to use the services of Interfolio (<http://www.interfolio.com/services/dossier/>), an online resource, for this purpose. There is a nominal fee to use Interfolio to house your dossier.

If you had previously established a Credential File in the Career Center (prior to August 2015), the Career Center will still handle the filing, duplication, and mailing of your credentials to the school districts with whom you have applied. Visit <http://careercenter.cofc.edu/documents/credfilerequest.pdf> or contact the Career Center if you need to request your Credential File be sent to potential employers.



Confidential vs. Non-confidential References

Your credential file package contains Recommendation Forms which may be used for Confidential (closed) or Non-confidential (open) letters of recommendation.

In 1974, the Buckley Amendment was passed into law, stating that all reference letters written after December 1974 are assumed to be non-confidential (open to you), unless you waive your right of access to these letters. The option to waive your right of access to your confidential letters of recommendation is contained on each Recommendation Form. You should read and sign this section of the form if electing to use confidential references.

Why would anyone waive their right to read their own reference letters? Many school district officials feel that a confidential recommendation letter is a more honest appraisal of a job applicant, particularly when it comes to weaknesses, and therefore may be given more credibility by a prospective employer. However, it is up to the individual, in light of his/her relationship with the writer of a recommendation, to decide what he/she finds most appropriate.

CONTACTING THE CAREER CENTER

COLLEGE OF CHARLESTON CAREER CENTER

Lightsey Center, Room 216

Mailing Address: 66 George Street, Charleston, SC 29424

Office Hours: Monday - Friday, 8:30 - 5:00 pm

Drop-In Hours: Mon, Tues, & Thurs 1:00 - 3:30 pm

Web: careercenter.cofc.edu

Email: careercenter@cofc.edu

Phone: 843.953.5692 Fax: 843.953.6341

Developing an Effective Resume

- **A resume is** a concise, organized summary of your skills, accomplishments, experiences, and education, which is designed to capture the interest of a potential employer.
- **A resume should be** tailored specifically for the kind of job/organization/career you are seeking. This means you may have to write more than one resume if applying for different types of jobs.
- **The purpose of a resume** is to secure an interview.
- In writing a resume, **“one size does not fit all.”** Don't try to make your resume look like everyone else's. For this reason, don't use a resume template.
- There are many different ways of constructing an effective resume, depending on the type of skills, work experiences, accomplishments, activities, and so forth that you want to emphasize as being related to your career/job preferences.

BEFORE YOU CAN WRITE AN EFFECTIVE RESUME, you must first be able to identify your skills, abilities, and interests and be able to relate them to the job/industry/career field in which you are seeking employment.

If you are unsure about the types of jobs, industries, organizations, or careers you are targeting, make an appointment with the Career Center to help you in developing some focus. Employers cannot (and will not) decide what career is best for you; you must be able to communicate what skills and abilities you have that fit the specific job or jobs they are trying to fill.

RESUME TIPS



1. Be sure your resume communicates your abilities, as well as your personal qualities that pertain to the job. These abilities may have come from activities, education, volunteer work, or from work experience.

2. Be concise. Keep it simple and to the point. An employer must be able to read over your resume quickly (20 seconds or less)!

3. Eliminate the first person pronoun “I” from your resume.

For example, “I am seeking a position in human services...” should read “Seeking position in human services...”

4. Quantify your experience wherever possible. For example, “Supervised others” can be made more clear by stating “Supervised three cash register attendants”.

5. Be consistent. The order of information, spacing, format, or highlighting should be consistent throughout your resume.

6. Use action verbs in describing your skills and experience.

Instead of...Responsible for assisting with preparation of sales tax reports each month

Write.....Assisted in preparation of monthly sales tax reports

Instead of...Was in charge of organizing and taking care of spring recruitment activities

Write.....Organized and directed spring recruitment activities for more than 50 new sorority pledges

7. Focus on the employer's needs, not on your own needs.

8. Write a draft of your resume, then refine and polish it. Writing an effective resume takes some time and effort.

9. Check your grammar and spelling!

Have at least one other person proofread your resume before submitting it to an employer.

10. Keep the resume to one page.

A resume should only be two pages if you have a great deal of related experience, activities, or training.

Resume

RESUME FORMATS

CHRONOLOGICAL

- Use if your education and/or experience closely relates to your career goals
- Lists education and work experience in reverse chronological order (most recent information in each section first)
- Most commonly used resume format

FUNCTIONAL

- Puts greater emphasis on SKILLS and less on work history or educational background
- Effective when work experience does not show a direct relationship to the career goal or when there are significant gaps in experience

COMBINATION

- Typically shows a short skills summary, while retaining the reverse chronological order on education and experience sections

CURRICULUM VITAE

- Required for teaching/research positions in higher education
- Is a more comprehensive and detailed account of one's background, and is usually much longer than a resume

SCANNABLE RESUMES

Many employers use electronic databases to store the large numbers of resumes they receive. Resumes are electronically scanned into a database; the database can then be searched for applicants that meet specific job requirements. If asked for a "scannable resume," follow these tips:

- Use "keywords" or phrases applicable to the career field or related to the job sought.
- Use a standard font style sized between 10-12 points. Avoid ornate fonts and those where the characters touch.
- Do not use italics or underlining. Use boldface for emphasis.
- Avoid graphics and shading. Use asterisks (*) instead of "bullets."
- Do not double space between sections.
- If printing, the resume should be an original printed on white or light-colored paper. Do not fold or staple the resume.

Resume Do's & Don'ts



DO

- Use conservative font styles (Times New Roman, Arial, Arial Narrow, or similar styles). Font size may range from 10-12.
- Set page margins between 0.5 and 1.0 inches (top, bottom, left and right).
- If printing your resume, use a laser printer; white or off-white bond paper is preferred. (Dark paper does not copy, scan, or fax well!)
- Keep your resume up to date, with correct email & LinkedIn addresses and phone numbers!
- ALWAYS include a cover letter when mailing or emailing your resume to an employer.

DON'T

- Don't make handwritten corrections.
- Don't include: age, marital status, height/weight, birth date, or a photograph.
- Don't abbreviate (other than for the states - SC).
- Don't exaggerate or lie on your resume. It will catch up with you.
- Don't use "I" statements.

Edie Cator

Current Address: 2500 East Coast Lane, Charleston, SC 29424; (843) 555-1212

Permanent Address: Route 2, Box 123, Florence, SC 29383; (803) 123-4999

E-mail: ediecator@g.cofc.edu

- Education** **Bachelor of Science in Elementary Education, May 2017**
College of Charleston, Charleston, SC
- Overall GPA 3.2/4.0
 - Will be certified by the State of South Carolina to teach grades 1-8

- Teaching Experience** **Flowertown Elementary, Summerville, SC**
Clinical Intern (Spring 2017)
- Assumed full planning and teaching responsibilities in all academic areas for a classroom of 20 third grade students
 - Teacher manuals were followed for math, science, social studies, spelling and reading, however, other activities were created to make the materials more hands-on and meaningful
 - Created and instructed mini-unit on "Safety and Accident Prevention"
 - Developed new materials for individual learning packets created for both remedial and accelerated students
 - Actively participated in parent-teacher conferences

Field Experiences

- Mount Zion Elementary, John's Island, SC, *fifth grade*
- Observed and taught two lessons in social studies
- Oakland Elementary, Charleston, SC, *first grade*
- Observed and taught three guided reading lessons
- Stiles Point Elementary, James Island, SC, *third grade*
- Observed and taught five science lessons on solids, liquids, and gases

Roper Child Care Center, Charleston, SC

Teacher Assistant (Summer 2016)

- Conducted daily educational activities for groups of 5-7 pre-school aged children
- Established and enforced rules to maintain a safe and fun environment
- Collaborated with lead teacher in classroom management and parent/teacher communication

Private Home Tutor

- Charleston, SC (Spring 2016) First grader in all subjects
- Florence, SC (Summer 2015) Fourth grader in mathematics

- Additional Experience** **Publix Supermarket, Florence, SC**
Assistant Bookkeeper (Summer 2015 & 2016)
- Balanced daily cash receipts
 - Used Excel software to maintain information on accounts payable and to complete reports

- Skills and Activities**
- Zeta Tau Alpha National Sorority, 2014-2016
 - Certified by Red Cross in Basic First Aid
 - Computer literate in Macintosh software programs

I.M. TEACHER

1234 College Road
Charleston, SC 29401
(803) 123-4567
imteacher@g.cofc.edu

EDUCATION

Master of Arts in Teaching (MAT), December 2016

The Graduate School of College of Charleston, Charleston, SC

- Overall GPA 3.9/4.0
- Will be certified by the state of South Carolina, Special Education, K-12

Bachelor of Arts in Interdisciplinary Studies, May 2009

University of South Carolina, Columbia, SC

TEACHING EXPERIENCE

Wando High School, Mt. Pleasant, SC

Clinical Intern, Fall 2016

- Prepared units and lessons in co-ordinance with SC Employment Diploma program
- Developed plans of reinforcement for students with academic and/or behavioral needs
- Conducted behavioral observations and curriculum based assessments
- Facilitated appropriate techniques to aid students with severe reading difficulty
- Implemented points system that reinforced positive student behavior and significantly decreased classroom disruptions within the first four weeks of implementation

Wando High School, Mt. Pleasant, SC

Field Experience, Spring 2016

- Observed lead teacher and taught two lessons on reading in TMD classroom

Wando High School, Mt. Pleasant, SC

Teacher's Assistant, August 2013 - May 2015

- Followed all instructions of the lead teacher in 10th grade classroom
- Prepared activities to promote basic, social, behavior, writing, and motor skills
- Job shadowed students at internships

Charleston County School District, Charleston, SC

Substitute Teacher, April 2013 - June 2013

- Assumed responsibilities of the teacher
- Became permanent substitute teacher at Wando High School, Physical Education Department

ADDITIONAL EXPERIENCE

Promus Hotel Corporation, Memphis, TN

Hampton Inn, *Assistant General Manager*, Greenville, SC, August 2011 - August 2014

Hampton Inn, *Assistant General Manager*, Columbia, SC, June 2009 - June 2011

- Supervised, recruited, and trained employees
- Maintained hotel budget, sales, labor, and supply costs

SKILLS AND ACTIVITIES

- Boys and Girls Club, volunteer
- Special Olympics of SC, committee member
- Best Buddies, volunteer
- Safe Haven, mentor
- American Red Cross First Aid / CPR Certified

Action Verbs

Communication	Management	Financial	Helping	Writing
<p>Addressed Arbitrated Authored Corresponded Directed Drafted Edited Enlisted Expressed Formulated Influenced Interpreted Interviewed Lectured Mediated Moderated Negotiated Persuaded Presented Promoted Publicized Reported</p>	<p>Administered Assigned Attained Authorized Chaired Contracted Consolidated Coordinated Delegated Developed Directed Evaluated Executed Improved Increased Instituted Lead Managed Met goals Organized Oversaw Planned Prioritized Produced Recommended Reviewed</p>	<p>Accounted Administered Allocated Analyzed Appraised Assessed Audited Balanced Budgeted Calculated Computed Developed Downsized Forecasted Generated Managed Marketed Planned Projected Researched Secured</p>	<p>Advised Assisted Clarified Coached Counseled Developed Rapport Encouraged Educated Empathized Established Relationships Expedited Facilitated Familiarized Guided Mentored Referred Rehabilitated Represented Supported Supplied Rectified</p>	<p>Addressed Authored Composed Drafted Edited Formulated Inscribed Printed Produced Publicized Recorded Reproduced Scribed Scripted Transcribed Wrote</p>
<p>Creative</p> <p>Acted Arranged Conceptualized Created Designed Developed Directed Engineered Established Fashioned Founded Illustrated Integrated Introduced Invented Imagined Modernized Originated Performed Planned</p>	<p>Technical</p> <p>Assembled Calculated Catalogued Computed Designed Detected Devised Engineered Fabricated Integrated Maintained Operated Programmed Remodeled Revamped Solved Streamlined Trained Upgraded Translated</p>	<p>Office Support</p> <p>Allocated Approved Arranged Catalogued Classified Compiled Dispatched Executed Formulated Generated Implemented Inspected Monitored Operated Organized Prepared Processed Purchased Recorded Retrieved Scheduled Specified Systematized Tabulated Validated</p>	<p>Teaching</p> <p>Adapted Advised Clarified Coached Communicated Coordinated Demonstrated Developed Educated Enabled Encouraged Evaluated Explained Facilitated Guided Informed Initiated Instructed Motivated Persuaded Presented Set goals Stimulated</p>	<p>Research</p> <p>Analyzed Assessed Collected Compared Critiqued Diagnosed Documented Dissected Evaluated Examined Extracted Hypothesized Identified Inspected Interpreted Interviewed Investigated Located Measured Observed Questioned Reviewed Screened Summarized Surveyed Synthesized Systematized</p>

Cover Letters

In many cases, your cover letter for a job in a school will receive more attention than cover letters in most other industries. Administrators view your cover letter as an indication of your enthusiasm for teaching and of your ability to communicate. The best cover letters come alive—that is, they convey something of your personality in a way that your resume generally will not. Cover letters present the opportunity for you to do several things:

1. Demonstrate that you are interested in applying to *that particular school district*.
2. Highlight your two or three strengths as a teacher—and reflect your unique experiences as a teacher.
3. Express your enthusiasm for teaching, for working with young people, and/or for the particular grade level or subject you will teach.

How do you demonstrate that you are interested in a district?

Research that district and include a bit of what you find in your cover letter. For example, if you went on a district's website, and you saw that they offer a variety of teacher mentorship programs, you might write a sentence or two about how the mentoring you've already received as a clinical practice intern has influenced your teaching style, and that you are excited about the opportunities to be mentored by experienced teachers in the district. (*Only if that's the truth for you - don't make things up!*)

How do you highlight your strengths?

While your resume presents your background in chronological form, your cover letter offers you the opportunity to draw your readers' attention to a couple of your main strengths (*preferably as they relate to the expressed philosophy or needs of the district, though often it is difficult to make such a direct link*).

The best cover letters use specifics to back up general statements. These specifics can reflect your unique experiences in the classroom and the strengths they represent:

"To my field experiences, I have brought classroom management techniques that were honed in my two camp counseling jobs, where I was frequently in charge of 30 to 40 seven- and eight-year-olds, without any assistance."

OR "I believe it's important to understand the different learning styles and strengths that students bring to the classroom. In my clinical practice experience at Jane Doe Elementary School, I used movement and dance to encourage the more tactile learners. For the more auditory learners, I incorporated music, rhythms and nature sounds into some of my science lessons."

OR "I strongly believe that every child is teachable. This was made real for me when a first-grader who had been diagnosed with a learning disability, and with whom I had been working one-on-one for nearly a semester, had a breakthrough in his reading ability that surprised even his classroom teacher."

The point is, your cover letter should emphasize your strengths as a teacher, which are most effectively demonstrated through positive, concrete examples.

PRACTICAL TIPS:

1. Keep a record of all correspondence.
2. The letter should be addressed to a particular individual in the district. If that person is not apparent from the website, call the district office for that person's name and title.
3. Use simple, direct language and correct grammar.
4. If mailing or hand-delivering your materials, use plain bond paper in white, off-white, light beige or light gray. Use the same paper for your cover letters and resumes, and you can use matching envelopes, as well.
5. Strive for a "picture frame effect" with your margins. Business letters are folded in thirds and mailed in long envelopes, about 9 1/2 inches long.
6. Have a friend carefully proofread your letters for errors.
7. Be sure to sign your letters, and make certain your address is plainly visible.
8. Ask for an interview, and include your phone number and email address in your closing paragraph.

SAMPLE COVER LETTER

I.M. TEACHER

1234 College Road
Charleston, SC 29401
(803) 123-4567
imteacher@g.cofc.edu

December 3, 2016

Ms. Susan Holiday
Teacher Recruitment
Charleston County Schools
75 Calhoun Street
Charleston, SC 29403

Dear Ms. Holiday:

I am a College of Charleston senior graduating in May with a Bachelor of Science in Secondary Education with a certification in Math, grades 7-12. Through friends, family, current teachers, and local newspapers, I have heard that the Charleston Charter School for Math & Science will be hiring teachers to fulfill new upper-level mathematics positions. I believe that my education, skills, and teaching experience have prepared me well for a teaching position with CCSMS.

My resume, which has been uploaded on the CERRA online application, notes my experience in teaching mathematics to high school students. High school students need motivation, which I provide through the integration of math concepts into students' personal interests. During my student teaching at James Island Middle School, I was given a project to create a 21' x 30' American flag with my students. I explained how Pythagorean's Theorem works to create right angles and the students then used this technique to create the flag. Additionally, I created a lesson that integrated other cultures into mathematics, which demonstrates the interdisciplinary skills that I use in my teaching. During the summers, I am an assistant pool manager and a swim coach. Through those jobs I have had the opportunity to hone my interpersonal skills by listening to the concerns of parents and members of the pool.

In addition to my specific interest in this position, I also am interested in the extra-curricular activities that I may be involved with at CCSMS. My solid foundation as a liberal arts student has provided me with the ability to learn quickly, adapt to new situations, and work in a team environment. I believe these qualities make me a competitive candidate for your program.

Thank you for considering my qualifications for the Mathematics teaching position. I will call you the week of December 17th to further discuss this position. In the meantime, if you would like to contact me, please feel welcome to reach me via phone at (843) 123-4567 or email at imteacher@g.cofc.edu.

Sincerely,

I.M. Teacher

Enclosure

SAMPLE COVER LETTER

18 Rutledge St.
Charleston, SC 29402
March 15, 2017

Ms. Linda Huff
Personnel Director
Danville County School District
123 River Blvd.
Danville, SC 12345

Dear Ms. Huff:

I am writing to inquire about a teaching position in elementary education listed in the job postings on the CERRA website. I am excited about the possibility of becoming a teacher within the Danville County School District because of your stellar reputation as one of the nation's finest in education. The students who graduate from your schools outperform the national averages by 20% on the SAT and 10% on the ACT. The focus of instruction in DCSD is in accordance with my own philosophy of teaching—the focus is on what is learned and not what is taught. I believe that my skill incorporating technology and interactive teaching techniques into the classroom and my desire to work in a diverse environment would be an asset to your already remarkable, award winning teaching staff.

In May, I will be graduating from College of Charleston (CofC) with a Bachelor of Science in Elementary Education and will be certified to teach grades 1–8. After studying at CofC, I feel I am fully prepared to take on the position of teacher. I have gained an exceptional amount of experience in the classroom, outside the classroom, and in the schools. Although I was told I would be teaching certain units to the students at Flowertown Elementary School, my cooperating teacher allowed me great freedom in developing and implementing my self-created lessons and assignments in the classroom. Through the experience of creating, teaching and assessing lessons, assignments, quizzes and tests at my elementary school placement, I gained tremendous knowledge in teaching strategies and lesson plan development for elementary school students.

In addition, I have been involved in various organizations and activities while attending CofC. I was part of the Emerging Leader program, President of my sorority, and participated in numerous community service projects. I have many skills such as being able to work with Microsoft programs, classroom media/technology, and can speak basic Spanish. While attending school, I held several part-time jobs. My ability to multi-task and successfully manage multiple priorities is evident through maintaining my strong GPA while balancing my extracurricular involvement and part-time jobs.

Thank you for considering my qualifications for a teaching position in the Danville County School District. I will send a credential file within the next five days and will follow-up with you the week of March 27th. If you would like to contact me, I am available by phone at 843-135-7911 or via email at edcator@g.cofc.edu.

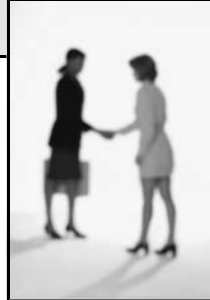
Sincerely,

Edie Cator

Career Fair Tips

BEFORE A TEACHING EXPO/CAREER FAIR

1. If available, **study the list of participating districts/organizations before the event** to identify the employers you most want to contact. This will give you extra time to research their organizations and find out more information about available positions. When you arrive at the expo/fair, you'll have an immediate sense of purpose in seeking out these employers.
2. **Dress appropriately.** Remember, *first impressions count*. You want to be taken seriously as a potential candidate for career opportunities, so you should dress as if you were ready to go to work in the organization. Business professional or business casual attire is acceptable in most cases. If in doubt as to how to dress, ask the Career Center.
3. **Take copies of your resume** to leave with recruiters. Take more copies than you think you will need.



MAKING A GOOD FIRST IMPRESSION

INTERVIEW ATTIRE

DURING A TEACHING EXPO/CAREER FAIR

1. Once you arrive at the expo/career fair, you will sign in and pick-up a name tag. **Be sure to pick-up the list of participating school districts at the registration table.** Before you go into the event, review the list and prioritize your list of recruiters to visit.
2. At the expo/career fair, you should **approach all recruiters representing districts of interest to you.** Talk with as many representatives as possible! If you are not familiar with the district/organization, ask questions! These employers are attending this event in order to talk with you about available positions.
3. **Broaden your focus and include many different districts.** For instance, you may not have considered working in another district or even a different part of the United States.
4. **Strike up a conversation** to introduce yourself and to let the recruiter know your qualifications and interests. For example, *"Hello, my name is Jane Smith, and I am a senior majoring in Special Education. I am very interested in your district and would like to speak to you about current or upcoming opportunities."* Once you know what to say when approaching recruiters, you'll feel more comfortable. (See the *Interviewing* section for tips!)
5. When you leave your resume with an employer, **ask what the next step is in the application/interview process.**
6. **Collect literature**, including the recruiter's business card, for follow-up discussions or later correspondence purposes.
7. **Don't be surprised if you are interviewed on the spot.** Do not rush into signing anything without considering *your future goals and plans*. It is OK to ask the recruiter for additional time to consider the offer.

TIPS FOR WOMEN:

- A conservative suit in a neutral or dark color is most professional. The skirt should be just above the knee. Avoid styles that are very tight, too short, or too long. No frills, ruffles, or plunging necklines!
- Solid color blouse or shell under the suit jacket. Avoid sleeveless or spaghetti straps.
- Closed-toe shoes with medium or low heels in a dark or neutral color. **No sandals!**
- Keep jewelry to a minimum. Wear small earrings, a simple necklace, one ring per hand.
- Hair should be well-groomed and make-up should be conservative. Avoid perfume.
- Carry a small, matching handbag, or put your personal items in a briefcase. Avoid having too much "baggage" to deal with.
- No suit? A solid skirt or dress slacks and a conservative blouse or sweater-set is the next best outfit.

TIPS FOR MEN:

- A two- or three-button dark (navy, black, gray) suit.
- Solid color (white or another neutral color) long-sleeved shirt.
- Conservative tie (solid, stripe or small pattern).
- Dark, solid color dress shoes with dark socks that match your suit.
- Avoid cologne or aftershave or use very sparingly.
- No suit? Dark dress slacks, a long sleeved white shirt and a tie is the next best outfit.

AFTER A TEACHING EXPO/CAREER FAIR

1. **Follow up with a short note of thanks** to the recruiters who are employed with the districts/ organizations that remain of interest to you after the career fair. Students often ask how they can "stand out" above the crowd at events such as this. Sending a follow-up letter within 2-3 days of the fair is one way.
2. **Follow up with formal applications.** Make sure your application package is complete and submitted as directed by the district or school.

SAMPLE THANK-YOU LETTER

1234 College Road
Charleston, SC 29402
February 3, 2017

Ms. Susan Holiday
Teacher Recruitment
Charleston County Schools
75 Calhoun Street
Charleston, SC 29403

Dear Ms. Holiday,

Thank you very much for the opportunity to interview for the 7th grade Mathematics teacher position with Charleston Charter School for Math & Science. I particularly enjoyed learning more about the creative opportunities this position has to offer.

My enthusiasm for the position strengthened considerably as a result of my interview with you yesterday, especially after learning about the availability of advanced technology resources in the classrooms. I am confident my education, experience, and SMART Board training continue to match those required of your posted position. As you may recall from my interview, my experiences as a clinical practice intern with Wando High School and my field experiences have given me the knowledge necessary to meet the growing demands of this position. I am confident I will be able to make significant contributions to your students and the Charleston County School District.

I would like to take this opportunity to reiterate my very strong interest in the position and in working at CCSMS. If you need any additional information, please feel free to contact me at (803) 123-4567 or imteacher@g.cofc.edu . Again, thank you for your time and consideration, and I look forward to hearing from you soon.

Sincerely,

I.M. Teacher

Interviewing

DEVELOPING YOUR PERSONAL COMMERCIAL

"Tell me about yourself." If you have ever been on a job interview, you've probably been asked this dreaded question. Interviewers ask this question to get an overall sense about you, but they are not interested in hearing a 15-minute recitation of your life story. Rather, they are interested in a brief overview of your career-related background, which is why a personal commercial (also referred to as a *60-second commercial* or *elevator pitch*) is the best strategy to use when faced with this vague question. You want to make sure you give a positive first impression when answering this question as it can set the tone for the entire interview.

The key to an effective personal commercial is to keep it career-related. This strategy should be focused on you, and should highlight your education, experience, and goals. Your commercial can be easily organized by answering the three following questions:

- ☑ **Who are you and where are you now?** Focus on your college education: major, certification, graduation date, etc.
- ☑ **Where have you been?** Focus on your experiences, particularly your career-related experiences, as these will be most relevant to the employer. Be sure to include specific skills that are transferrable to the position for which you are interviewing.
- ☑ **Where are you going?** Focus on your career objective or future goals and the ways in which you can be of assistance to the school or district with which you are interviewing. Do your homework on the school/district(s) before the fair. You will want to explain how your unique skill set meets their needs.

* *The best way to prepare is to first write a rough draft response to the above questions. Next—practice, practice, practice! Say the words out loud so you are accustomed to hearing yourself talk about your skills and experience.*

COMMONLY ASKED INTERVIEW QUESTIONS

Getting to Know You

- Why did you choose this profession as a career?
- What makes you the best candidate for this position?
- Describe a personal experience which had an impact on your teaching.

Interpersonal Skills

- If I spoke with your students (cooperating teacher, supervisor, principal, or friends), what three words would they use to describe you?
- If confronted by an angry parent (colleague) on an issue, how would you best respond?
- How would you facilitate collaboration between home and school?
- How would you respond to a student who asked for your advice on a difficult personal situation?

Instruction

- Describe a typical class period.
- What instructional strategies have you found most effective?
- Describe a lesson which was particularly successful by walking me through each stage from planning through delivery.
- Describe how you have differentiated a lesson to accommodate varying student needs.
- How would you motivate a reluctant learner?

Assessment

- How do you measure student success?
- What would you do to improve student achievement?

Classroom Management

- What type of classroom management plan would you implement?
- Describe the toughest discipline situation you encountered and how you handled it.

Self-Analysis

- During your student teaching experience, what did you find most challenging?
- Describe a time when you were in a difficult situation and explain how you resolved it.
- Describe in detail your best and worst days in the classroom.
- Describe the best lesson you taught and explain why it was great.
- Describe a challenge you encountered during student teaching. What did you learn from it?

Other

- What are your long term goals?
- What new ideas would you bring to our school?
- Is there anything that I didn't ask you that you were hoping I would?

Interviewing

AFTER THE INTERVIEW

- ☑ **Ask for a business card** at the close of the interview to ensure that you have proper contact information.
- ☑ **Thank the interviewer(s)** for their time and shake hands firmly.
- ☑ **Indicate that you look forward to hearing from them soon** and welcome them to contact you if they need any additional information.
- ☑ **Send a thank-you letter** within 48 hours reiterating your interest in the position.

If you do not hear from the employer within the time frame indicated, make a follow-up phone call to let him/her know you are still interested in the position and to find out if there are additional questions you might address.

SECOND INTERVIEW / SITE VISIT

You may be asked for a second interview after your initial screening interview. If the initial interview was held at a location other than at the school/district's facility (i.e. at an expo/career fair), you may be asked to visit the school/district's office for this subsequent interview. The follow-up interview will allow for a more in-depth conversation with the employer and often with additional members of the organization. An invitation for a follow-up interview suggests that the employer is very interested in considering you for employment.

PREPARING FOR THE INTERVIEW

- Be sure to get a good night's rest the night before and recognize that this will be a stressful event.
- You will be expected to expand upon the areas you discussed in your first interview, and you will have more opportunities to ask questions. Be prepared to do so.
- Plan to spend most of one day for this interview.

DURING THE SECOND INTERVIEW/SITE VISIT

- Be professional at all times – from interviews to dinner engagements. These are not social events. Stay away from messy foods and from alcoholic beverages.
- Stay away from ordering the most expensive or least expensive item on the menu if your visit includes a dinner engagement.
- You may be asked to take a test on anything from your basic skills to your personality. Relax, take your time, and do your best.
- You should view the second interview as an opportunity to evaluate the school/district and decide if this is an organization you want to work for.

AFTER THE INTERVIEW

- If you are asked for feedback about your experiences in the second interview, be positive and constructive if you are interested in the position.
- After the interview, review and record your recollections. This will be helpful if you are interviewing with a number of companies and want to compare them on several points.
- Write a thank-you letter to each person with whom you spent a portion of the day.

TRAVELING FOR AN INTERVIEW

- Be sure to check your schedule regarding classes, tests, etc. before confirming a date for a follow-up interview, as prior arrangements may have to be made with professors and for travel. The employer will most likely be willing to work with you in arranging suitable dates for your interview.
- The school/district contact person should provide you with an itinerary of what will be involved in the second interview/site visit. It is acceptable to request an itinerary, information on how to dress, and items you should provide, such as college transcripts.
- Travel arrangements can be handled in a number of ways. You may be asked to make your own arrangements or the organization may coordinate your travel arrangements.
- If the school/district is making your travel arrangements, verify what expenses will be prepaid and what expenses will be reimbursed. If the employer is paying for your hotel expenses, be considerate of this, and do not charge personal calls to your room, order pay-per-view movies, etc. If you are to be reimbursed for expenses, keep receipts and document the mileage on your personal car.
- Be sure you have clear directions to your hotel and to the location of your interview. Check on parking options if you are driving.
- Take a major credit card and/or cash to handle unexpected expenses and incidentals.

NOTES:



LOCATION

Lightsey Center
Room 216

MAILING ADDRESS

66 George Street
Charleston, SC 29424

OFFICE HOURS

Monday - Friday
8:30 am - 5:00 pm

DROP-IN HOURS

Mon, Tues, & Thurs
1:00 - 3:30 pm

WEB

careercenter.cofc.edu

EMAIL

careercenter@cofc.edu

PHONE

843.953.5692

FAX

843.953.6341

****If you need to make arrangements for an appointment outside of our typical hours because of your internship, please don't hesitate to ask!***