

# **Resume Guide**

## **Educators, Counselors, and Administrators**

**DEPAUL  
UNIVERSITY**

CAREER CENTER



This packet is intended to serve as a starting point for creating or improving your education resume in areas of teaching, counseling, and leadership. Included in this packet are best practices that the Career Center have researched. Information and sample resumes within this packet are not intended to be taken verbatim. Constructing a resume is an art, not a science. Make your personal resume unique and stand out by having it represent you and highlight categories and experiences that best reflect your strengths.

The resources this packet highlights are available to all students; take advantage of the Career Center and the services it provides you.

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# Education Resume Aesthetics, Content & Editing

Writing an Education Resume is an art, not a science. There is no one correct way to formulate your resume, but there are some best practices and standards that the Career Center recommends. Stand out from the crowd with high quality content and a clearly written, error-free document. Education Resumes need to be aesthetically pleasing, dense with relevant content and properly edited.

**Aesthetics:** Always remember to have a classic, professional resume. This includes the font choice, consistency, an appropriate amount of white space, length and overall appearance of the resume. Although the field of Education is a creative and innovative profession; an education resume should be professional. Professional means there should not be any pictures, colors or exaggerated designs on your resume. Those within the education field could potentially overlook you as potential candidates if your resume has poor aesthetics and is not professional.

**Content:** While aesthetic mistakes can take you out of the running for a position, the content of the resume is what will make you stand out from the crowd. Experiences you choose to include in your education resume should be the most relevant to your target audience. Accomplishment statements are intended to expand on your relevant experience and highlight your expertise. Look to page 9 for more advice on accomplishment statements.

**Editing :** Editing is a necessary component of resume writing that is often underutilized. Editing is where you and others assure that content is accurate and aesthetics are clear. Have as many people proofread your resume as possible and stop by the Career Center for an extra set of eyes! Look to page 24 for detail of Career Center services and workshops specifically for Teachers!

- ❖ **Reverse Chronological Order:** Within each section on the resume, your experience must go in reverse chronological order, meaning from new to old.
- ❖ **Accomplishment Statements (Bullet Points):** Eliminate the pronoun “I” at the beginning of each bullet point as this is assumed. Avoid introductory and wind-up phrases such as “My duties included...” and “My responsibilities were...”. Describe achievements, rather than listing duties, quantify outcomes whenever possible, and be sure to highlight your proficiency in teaching and transferable skills. More description on Accomplishment statements can be found on page 9.
- ❖ **Length:** With rare exceptions, new teachers and counselors should keep their resume to 1 page. If you have difficulty narrowing down your resume, consider removing elements that are not closely related to your field; Ask yourself, “Will this experience enhance and support my future in teaching or counseling?” For seasoned professionals, resumes can extend beyond a page but it is recommend to stay to two pages.
- ❖ **Margins:** Make your resume visually attractive by using an appropriate amount of whitespace to allow the reader’s eye to rest. Using .8 inch to 1.5 inch margins is standard practice.
- ❖ **Font:** Use a professional font that is easy to read. Times New Roman, Arial, and Courier New are good choices. A 10-12 point font size is recommended.
- ❖ **Consistency:** The formatting of a resume needs to be consistent. For example, if you choose to bold a job title, make sure you bold every job title. Also, make sure that everything lines up neatly on the page.
- ❖ **Accuracy:** Your resume, and all other job search materials, must be 100% error free. Be sure to carefully read through your resume, checking grammar, spelling, and punctuation. Editing a resume can always use another set of eyes; have as many people proofread it as possible, and, come to the Career Center!
- ❖ **Paper Quality:** Use a high quality paper stock (24-32 lb, 25% cotton fiber, 8-1/2 x 11) when mailing your resume or bringing one to an interview. Use the same paper for cover letters and thank you letters. White, ivory, or light grey are good choices.

# Key Elements of a Successful Teacher Resume

## **Mandatory Elements**

These elements need to appear on every teaching resume.

## Identification

Needs to include your first and last name (should be the largest font size, but not too oversized to look out of place), contact information : phone number, professional email address, and your street address, city, state & zip code

## Licensure

List Professional Educator License and endorsements you expect to receive with regard to specific area and grade levels: Early Childhood , Elementary, Secondary, Special Education , Physical Education, World Languages, K-9, K-12, etc. Also list any middle grade endorsements you will receive.

Example: Professional Educator License (PEL)  
Elementary Self-Contained endorsement for grades K-9, expected July 2014  
Middle Grade Level expected in Language Arts

## Education

Institution, City, State (Expected) Graduation Month Year

Write out the full name of your (expected) degree; also list Minors and Concentrations

\*Please note that all degrees are written in singular, for example: Bachelor of Arts in Elementary Education

GPA: 4.0/4.0 (it is recommended that you include your GPA if it is 3.0 or higher)

Other possible information to include: Study Abroad, Relevant Coursework, or Academic Awards and Honors

## Experience

Experience is mandatory and the heart of any teaching resume; however, it can be represented in a variety of ways. Choose the most rich, concrete, relevant teaching experiences to put on your resume. Keep in mind that after each experience, there will be bullet points (accomplishment statements) detailing your experience more fully. Refer to page 9 for more advice on creating an accomplishment statement. **Important Note:** within each section, experiences are to be listed in reverse chronological order.

## **Teaching Experience (Student Teaching)**

Student teaching is your most relevant teaching experience directly out of college. Therefore, it will directly follow the education section and take up the most amount of space on a teaching resume directly after college. Include specific lesson plans, classroom management skills and teaching styles that make you unique. Refer to page 9 to find out more about creating a proper accomplishment statement.

## Teaching Related Experience

Highlight paid or unpaid experiences through which you have gained teaching related skills. Examples include, but are not limited to: camp counselor, tutor, coach and nanny.

Example: Nanny, Smith Family, Chicago, IL March 2008-Present

## Interactive Field Experience

Focus on a select few experiences in which you played an active role in the classroom with students.

Example: Washington Elementary School, 2nd Grade, Chicago, IL September 2009– October 2009

## **Work/Professional Experience**

Principals will be most interested in your teaching experience; however, you may include skills obtained for another industry that are transferable to a classroom. For example, training, collaborating or mentoring.

## Optional Elements

These are other options to include on your resume:

Volunteer Experience, Leadership Experience, Honors, Extracurricular Clubs/Activities, Special Skills and Interests, Study Abroad/Service Trips, Professional Development and Memberships

# **Key Elements of a Successful Counseling Resume**

## **Mandatory Elements**

These elements are important to include on your counseling resume.

## Identification

Needs to include your first and last name (should be the largest font size, but not too oversized to look out of place), contact information : phone number and professional email address, and your street address, city, state & zip code

## Licensure

**For School Counseling Candidates:** List your Professional Educator License with an endorsement in school counseling.

**For Community , School Counseling, and College Student Development** If you are also pursuing your Professional Counseling Licensure (LPC); this should be noted and the expected date

Example:

Professional Educator License (PEL), expected June 2013

- School Counselor, prekindergarten through grade 12

Illinois License Professional Counselor (LPC), expected August 2013

Education

Institution, City, State

(Expected) Graduation Month Year

Write out the full name of your (expected) degree; also list Minors and Concentrations; Always most recent degree to past.

Please note that all degrees are written in singular; For example: Master of Education, Concentration School Counseling

GPA: 4.0/4.0 (it is recommended that you include your GPA if it is 3.0 or higher), Academic Awards/Honors

## Experience

Experience is mandatory and the heart of any counseling resume; however, it can be represented in a variety of ways. Choose the most rich, concrete, relevant counseling experiences to put on your resume. Keep in mind that after each experience, there will be bullet points (accomplishment statements) detailing your experience more fully. Remember to contextualize everything or “prove it” so to speak with specific experiences and results or objectives.

**Important Note:** within each section, experiences are to be listed in reverse chronological order and refer to page 9 for more advice on creating an accomplishment statement.

## Counseling Experience

Counseling experience should reflect your practicum experience and other direct counseling experience that you may have had prior to your program. It should directly follow the education section and take up the most amount of space on a counseling resume. It is important to reflect and articulate experiences with regard to: Population you served, Resources developed in school/organization, multiple roles you have had, area of specialty/focus, and key accomplishments. Include direct support services of your population, individual and group counseling, program development, special events, collaborations, policy/resource implementation, initiatives introduced, community outreach, crisis intervention, assessments, focus of treatment/interventions, specific resources, theoretical orientations, etc..

### **Related Experience**

Highlight paid or unpaid experiences through which you have gained counseling related skills. Be careful not to add experiences that would otherwise be transferrable and in a non-counseling area. Examples include, but are not limited to: mentoring, peer advising, advocacy, research, outreach, coordination, etc.

Example: *Volunteer*, National Runaway Safeline, Chicago, IL      March 2008-Present

## **Work/Professional Experience**

Employers will focus on your counseling and related experience; however, you may include skills obtained for another industry that are transferable to a school or community setting. For example, training, collaborating, management, research, organization, etc. Think about the most salient, riches experiences to streamline application to counseling role for this section.

## **Optional Elements for Your Resume**

Think about other elements that can add value and distinction to your resume such as these areas:

Summary of Qualifications, Professional Development and Memberships, Research Experience, Professional Skills and Interests, Volunteer Experience, Relevant Coursework, Special Projects

# Key Elements of a Successful Leadership Resume

## Mandatory Elements

These elements need to appear on every teaching resume.

### **Identification**

Needs to include your first and last name (should be the largest font size, but not too oversized to look out of place), contact information : phone number and professional email address, and your street address, city, state & zip code

### **Licensure**

List Professional Educator License and endorsements you expect to receive with regard to specific area and grade levels:

- Example: Professional Educator License (PEL)  
General Administrative, kindergarten through grade 12  
Elementary Education (Self Contained General Education), Kindergarten through grade 9  
General Science, middle—grade 5 through grade 8

### **Education**

Institution, City, State (Expected) Graduation Month Year

Write out the full name of your (expected) degree; also list Minors and Concentrations

\*Please note that all degrees are written in singular; for example: Master of Education in Educational Leadership.

## Experience

Experience is mandatory and the heart of any leadership resume. As a seasoned educator, it is also important to note all of the extended experiences you have had beyond the classroom in professional committees, professional development, community outreach, etc. Keep in mind that after each experience, there will be bullet points (accomplishment statements) detailing your experience more fully. Results, notable benchmarks, and objectives will be important to highlight when appropriate in your accomplishment statements. Refer to page 9 for more advice on creating an accomplishment statement. All experiences in each section should be in reverse chronological order on your resume (new to older experiences).

### **Summary of Qualifications**

It can be helpful to the reader to gather a snapshot of your key competencies or areas of expertise. This section can be a bulleted list of overarching areas that demonstrate your leadership experience. Such as: curriculum development, advanced teaching and training, instructional leadership and coaching, strategic planning, community engagement, grant writing, etc.

### **Leadership Experience**

This section can be useful to highlight your leadership practicum, committees you have led or participated in, department chair, dean, specialist positions, school wide coordinator roles, district planning roles, etc. Think about key areas such as: instructional leadership, school improvement plans, strategic planning, budgeting, accountability, curriculum development, policy implementation, assessment, recruitment and training, cultivation of school culture, community outreach, partnerships with stakeholders, etc. Remain consistent with format and flush out key experiences in the form of achievement statements and specific content.

- Example: Education Leadership Practicum, Mather High School, Chicago, IL. June 2013-September 2013  
Chair, Instructional Leadership Team, Mather High School, Chicago, IL. August 2010-Present

### **Teaching Experience**

Focus on key initiatives, strategies you implemented, projects, collaborations, participation in grade and content level teams, technology introduced in instruction, date driven instruction, support of specialized populations, other relevant accomplishments as an educator. As a seasoned teacher, you can omit your years as a student teacher and observation hours.

- Example: Math Teacher, Washington Elementary School, Chicago, IL September 2006– October 2013

### **Professional Development and Memberships**

Highlight specific professional development or trainings you have led, conferences/workshops you have attended with regarding to best practices in key areas, professional affiliations, etc.

## Optional Elements

Community Service, Professional Experience (non-teaching), Research, Publications, Awards, Skills

## POOR RESUME SAMPLE

# JAMES WALTON

2261 N. Broadview Apt 21  
Chicago, IL 60615

- Poor Aesthetics:
- Bolding, italics and lines too busy
  - Inconsistency in text and format
  - Improper use of bullet points
  - Incomplete content in many places
  -

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

### CERTIFICATION

Secondary Licensure , Expected

### EDUCATION

Masters of Science in Education, DePaul University, Chicago, IL, expected November 2009  
GPA: 4.0

Bachelor's of Science in Chemistry, University of Illinois at Urbana-Champaign, May 2006

### TEACHING RELATED EXPERIENCE

Tutor, Lincoln Park High School, Chicago, IL, September 2007 - December 2007  
Tutored students in various subjects

### INTERACTIVE FIELD EXPERIENCE

#### Gage Park High School, April-May 2007

Assisted teachers with projects  
Assisted students in an inclusion course  
Assisted students in a self-contained classroom with their final project

#### Walter Payton College Prep, September-October 2007

Assisted teacher with supervision of laboratory projects  
Helped students in laboratory projects  
Helped to refine students' laboratory techniques and critical thinking skills  
Worked with small groups of students to aid comprehension of advanced chemistry concepts

### SKILLS and interests

Proficiency in Microsoft Word, Excel, and Powerpoint

### HONORS AND SPECIAL ACCOMPLISHMENTS

#### Educational:

- *Illinois Future Teachers Corps Scholarship, 2007-2008*
- *Dean's List, University of Illinois at Urbana-Champaign, Spring 2006*
- *National Dean's List, 2003-2004*

*Brighton Arts Camp attendee: Summers 1998, 1999, 2000, and 2001 (Piano major)*

#### Community:

*Alpha Phi Omega, Alpha Alpha chapter (a co-educational service fraternity)*

#### Personal Interests:

- *Piano (performance—18 years, accompaniment—9 years, chamber music—6 years)*

Poor Editing:

- Missing dates and locations, such as for expected certification
- Not an easily readable resume

Poor Content:

- Accomplishment statements are not unique to teaching candidate
- Skills should be the last section on a resume and exemplify something more than basic computer knowledge

# Transferable Skills & Action Verbs

## TRANSFERABLE SKILLS

Transferable skills are those that can be applied in multiple work settings. Consider incorporating them, in addition to those that are specific to your intended career field, by providing examples of when you have successfully used them in your bullet-ed accomplishment statements. Some examples of transferable skills include the following:

CLERICAL	CREATIVE	HUMAN RELATIONS	PUBLIC RELATIONS	RESEARCH	TRAINING
Bookkeeping	Designing	Advising	Conducting	Assessing	Adapting
Classifying	Developing	Assisting	Consulting	Calculating	Communicating
Collecting	Establishing	Counseling	Informing	Collecting	Demonstrating
Compiling	Illustrating	Empathizing	Planning	Diagnosing	Enabling
Computing	Imagining	Facilitating	Presenting	Evaluating	Encouraging
Examining	Improvising	Guiding	Promoting	Examining	Evaluating
Filing	Inventing	Listening	Representing	Extrapolating	Explaining
Organizing	performing	Motivating	Responding	Interviewing	Instructing
Recording	Revitalizing	Representing	Researching	Investigating	Planning
Word processing	Visualizing	Serving	Writing	Synthesizing	Stimulating
COMMUNICATION	FINANCIAL	MANAGEMENT	PROBLEM SOLVING	TECHNICAL	
Editing	Accounting	Communicating	Analyzing	Adjusting	
Explaining	Administering	Consulting	Appraising	Aligning	
Influencing	Allocating	Coordinating	Diagnosing	Assembling	
Interpreting	Auditing	Delegating	Examining	Drafting	
listening	Balancing	Directing	Executing	Engineering	
Mediating	Calculating	Evaluating	Planning	Installing	
Promoting	Forecasting	Leading	Proving	Observing	
Speaking	Investing	Negotiating	Reasoning	Operating	
Translating	Projecting	Persuading	Recognizing	Programming	
Writing		Planning	Validating	Repairing	

## ACTION VERBS

Beginning each bulleted accomplishment statement with a strong action verb helps to highlight your successes and allows a reader to get a sense of your skills by scanning the page prior to reading each individual bullet point. It is a good idea to vary the action verbs on your resume in order to appeal to different audiences. Below is a list of verbs to help get you started.

<b>A</b>	Consulted	Evaluated	Integrated	Planned	<b>S</b>
Achieved	Contrasted	Examined	Intended	Posted	Scheduled
Acted	Controlled	Executed	Interviewed	Prepared	Selected
Adapted	Converted	Expanded	invented	Prescribed	Separated
Adjusted	Convinced	Expedited	Investigated	Presented	Served
Administered	Coordinated	<b>F</b>	<b>L</b>	Priced	Serviced
Advanced	Counseled	Facilitated	Launched	Processed	Set up
Advised	Counted	Filed	Lectured	Produced	Simplified
Altered	Created	Filled	Led	Promoted	Sold
Analyzed	Cultivated	Forecasted	Liaised	Proposed	Solved
Appraised	<b>D</b>	Formulated	Logged	Protected	Specified
Arranged	Decided	Fostered	<b>M</b>	Provided	Started
Assembled	Decreased	Fulfilled	Maintained	Purchased	Strategized
Assessed	Defined	<b>G</b>	Managed	<b>R</b>	Streamlined
Audited	Delivered	Gained	Manufactured	Realized	Strengthened
<b>B</b>	Demonstrated	Gathered	Marketed	Received	Studied
Balanced	Designed	Generated	Measured	Recommended	Summarized
Budgeted	Detected	Grew	Mediated	Reconciled	Supervised
Built	Determined	Guided	Mentored	Recorded	Supplied
<b>C</b>	Developed	<b>H</b>	Migrated	Recruited	Supported
Calculated	Devised	Handled	Minimized	Redesigned	<b>T</b>
Calibrated	Diagnosed	Headed	Monitored	Reduced	Tested
Categorized	Differentiated	Hired	Motivated	Referred	Tracked
Charted	Distributed	<b>I</b>	<b>N</b>	Removed	Transformed
Classified	Documented	Identified	Negotiated	Reorganized	Trained
Coached	Doubled	Illustrated	<b>O</b>	Repairs	Translated
Collected	Drafted	Implemented	Obtained	Reported	Troubleshot
Combined	<b>E</b>	Improved	Operated	Represented	<b>U</b>
Communicated	Edited	Increased	Orchestrated	Researched	Updated
Compiled	Eliminated	Influenced	Ordered	Resolved	Upgraded
Composed	Encouraged	Informed	Organized	Restructured	<b>V</b>
Computed	Engineered	Initiated	Originated	Revamped	Verified
Conducted	Enhanced	Inspected	Oversaw	Reviewed	<b>W</b>
Configured	Ensured	Installed	<b>P</b>	Revised	Weighed
Consolidated	Established	Instituted	Performed	Revitalized	Wired
Constructed	Estimated	Instructed	Persuaded	Routed	Won

# Constructing an Achievement Statement (Bullet Point)

Under each position you have on your resume, list bulleted accomplishment statements. These statements should explain what you did in the position, how you did it and the results of your actions. The skills you feel you have gained from your teaching related experiences should be represented through your accomplishment statements. Brainstorm each experience/position and create bullet points unique to you.

## Bullet Point “Formula”

Action Verb + Example + Result

Action Verb: Always begin a bullet point with an action verb. Use a variety of action verbs to show the variety of skills you have.

### Average Bullet Point with Action Verb

- Tutored an eighth grade student

Example: Give specifics as to what you did at that position. This will make you unique.

### Better Bullet Point with Action Verb and Example

- Tutored an eighth grade student in pre-algebra

Result: State what you achieved from your example; what was the purpose of you doing what you did?

### Perfect Achievement Statement with Action Verb, Example and Result

- Tutored an eighth grade student in pre-algebra, using teacher's curriculum to raise her grade from a C to B+ over the course of a year

## Buzz Words

These are words you should be familiar with going into a teaching career. Buzz words are extremely effective when used in moderation on a resume and with direct examples to support their claim. Reflect on any teaching specific language and resources which you have utilized in your teaching. Below is a list of potential buzz words to include on a resume.

Multi-cultural instruction  
Team teaching  
Student Centers  
Critical thinking  
Literacy (Literature) circles  
Guided reading  
Differentiated instruction  
Modified instruction  
Interactive exercises  
Interdisciplinary learning  
Common Core

RAMP Training  
Solution Focused Approach  
IMPACT/Gradebook/First Class  
Response to Intervention (RtI)  
Cooperative Learning  
Balanced Literacy  
IEP (Individual Education Plan)  
ESL/ELL Students  
Developmentally appropriate practice  
NWEA formative assessments

## **SAMPLE : Secondary**

### **Silva E. Lennon**

**2266 South Racine  
Chicago, IL 60624**

**[silva.lennon@gmail.com](mailto:silva.lennon@gmail.com)  
(312) 223-7115**

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#### **LICENSURE**

Professional Educator License (PEL), expected June 2008  
English Language Arts, senior HS—Grade 9 through grade 12  
Language Arts, middle school—grade 5 through grade 8  
Social Sciences, middle school—grade 5 through grade 8

#### **EDUCATION**

DePaul University, Chicago, IL, June 2009  
Bachelor of Arts, Secondary Education English; G.P.A. 3.3/4.0

#### **TEACHING EXPERIENCE**

##### **Substitute Teacher, Grace Community School District 220, Chicago, IL Winter 2008-2009**

- Requested as a substitute teacher by numerous teachers in Grace Middle School
- Maintained order in the classroom by efficiently executing lesson plans left by the teacher.
- Applied the necessary teaching strategies to use in classrooms with various skill levels.

##### **Student Teacher, Grace Middle School, Seventh Grade English, Chicago, IL Fall 2008**

- Prepared lessons independently for ten weeks based on the BMS English curriculum.
- Collaborated with the seventh grade team by developing various PowerPoint presentations and lessons.
- Encouraged knowledge of current events by creating a one-week unit plan based upon the 2008 Presidential Election using cooperative grouping.
- Manipulated student cooperative groups according to average scores on the MAPS tests.
- Used differentiated instruction and both formative and summative assessments to evaluate student work.
- Designed various cross-curriculum warm-up activities to enhance connections between school subjects.
- Played an active role during parent-teacher conferences, and updated parents regularly on their child's progress in the classroom. Also received excellent personal feedback from the parents of my students.
- Graded student's expository essays according to the ISAT rubric.
- Assisted the cheerleading coaches during try-outs, and acted as a mentor for the girls.

##### **Teaching Assistant, Franklin Middle School, Sixth Grade, Romeoville, IL Winter 2007-2008**

- Implemented lessons developed by a cooperating teacher in a sixth grade language arts, reading, and social studies classroom, and managed a classroom of over thirty students.
- Assisted in instructing a special needs student in developing reading and writing skills.
- Taught a lesson independently on the process of making inferences while reading.

##### **Teaching Assistant, Grove Ridge High School, Grades 9-10, Glen View, IL, 2003-2004**

- Obtained field experience through a high school Child Development class containing a Pre-School lab.
- Developed a curriculum which fostered student's creativity and critical thinking in thematic units.
- Encouraged student improvement by sending weekly progress reports home to parents.

#### **TEACHING PREPARATION**

- Observed use of Smart Boards in mathematics and English courses.
- Participated in Compass Learning training, and guided students to use this resource available to them.
- Collaborated with teachers during a seminar on how to integrate affective grouping strategies in class.

#### **AWARDS & ACTIVITIES**

National Society for Collegiate Scholars	2004- Present
Zeta Zeta Sorority Member	2005- Present
Dean's List	2005-2008
Zeta Zeta Executive Board Member	2005-2006

#### **SPECIAL INTERESTS** Eager to participate in extracurricular activities such as cheerleading, cross country, and track and field.

## **SAMPLE : Elementary**

# **Joseph Williams**

204 W. Plainview Avenue, Chicago, IL 60610 · (773) 238-8112 · jwilliams@yahoo.com

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## **LICENSURE**

Professional Educator License (PEL), expected April 2008

- Elementary Education (Self-Contained ) kindergarten through grade 9
- Mathematics and Social Sciences, middle school—grade 5 through grade 8

## **EDUCATION**

**DePaul University**, Chicago, IL

Bachelor of Science in Elementary Education, Concentration in Mathematics, March 2008

## **TEACHING EXPERIENCE**

**Hawthorne Scholastic Academy**, Chicago, IL

*Student Teacher*, October 2007-January 2008

*6th, 7<sup>th</sup> (Pre-algebra), 8<sup>th</sup> (Algebra) Mathematics*

- Continuously taught, reflected, and modified skills by providing students with original homework assignments, review packets, and assessments
- Employed “problem of the day” to reinforce previously taught skills, prepare students for ISAT, and encourage making connections across the curriculum
- Implemented review activities as class began to utilize each available teaching minute
- Adapted lessons for advanced students and students with learning, and hearing disabilities
- Facilitated open tutoring Monday through Thursday mornings for any student who needed extra help

*6th Reading*

- Strengthened comprehension skills such as making connections and predictions, and asking questions
- Encouraged critical thinking as well as targeted ISAT skills through stimulating discussions, purposeful journal writing, and focused essay writing
- Created various original assessments for each text in the curriculum

*6th Social Studies*

- Aided in the production of a play based on The Canterbury Tales which was an interdisciplinary unit encompassing history, reading, art, dance, and music
- Created focused lessons on note taking skills and developed original assessments
- Participated in school wide geography bee

## **TEACHING-RELATED EXPERIENCE**

**DePaul University's Career Center**, Chicago, IL

*Peer Career Advisor*, February 2005-Present

- Utilize strong advising skills by critiquing students' resumes as well as providing interviewing tips, job search strategies, helping with online resources and facilitated career resource workshops
- Train new front desk staff, new Peer Career Advisors and identify mentorship techniques

**Bakerson Family**, Chicago, IL

*Childcare Provider*, March 2006-Present

- Introduced games and story hour which encouraged comprehensive, problem-solving, and vocabulary.

## **VOLUNTEER EXPERIENCE**

**Boys and Girls Club of Chicago**, Chicago, IL

*Volunteer Mentor at Jahn Elementary Club*, 2005 and 2006 Academic Years

- Developing a long lasting relationship with a mentee by creating a safe and positive environment and identifying the importance of character and healthy living weekly.
- Emphasizing the importance of education and learning by tutoring and ensuring all homework is finished by the end of each meeting.
- Awarded 2006 Mentor of the Year at the Jahn Elementary Club.

## **ROSE AMELIA HUNTER**

2231 N. Sterling Road. Apt. #2 • Chicago, IL 60614  
rhunter@aol.com • 773.457.3356

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### **Licensure**

#### **Professional Educator License (PEL) Expected June 2010**

- Early Childhood Education, birth through grade 3
- Self Contained General Education, birth through grade 3

### **Education**

#### **DePaul University, Chicago, IL, June 2010**

- Master in Early Childhood Education, Overall GPA 4.0 / 4.0; graduated with Summa Cum Laude honors
- Phi Kappa Phi Honors Society— recognizing outstanding academic excellence in all disciplines
- Golden Key International Honor Society— recognizing outstanding scholastic achievement

#### **Smith University, Denver, CO, December 2008**

- Bachelor of Arts in Communication; minor, Sociology, Overall GPA 3.6 / 4.0; graduated with Cum Laude honors
- Lambda Pi Eta Honor Society – recognizing outstanding academic achievement in communication studies

#### **Smith University Study Abroad Program, Ireland, Summer 2007**

- Studied Irish history, culture and literature and traveled extensively throughout Ireland

### **Teaching Experience**

#### **Special Needs Teacher Associate, Williams Middle School, Lombard, IL, Spring 2010- Present**

- Worked one on one with 6<sup>th</sup> and 8<sup>th</sup> grade students that have a variety of special needs
- Collaborated with all students teachers in order to assist with comprehension and differentiation
- Served as a mentor and mediator for students with special emotional and behavioral needs
- Assisted students during regular class time in order to ensure their understanding of the daily lesson
- Participated in team meetings in order to collaborate on lesson plans and assess student progress

#### **Student Teacher, Sandberg School, Grade 1, Chicago, IL. Winter 2010**

- Maintained classroom management using a daily bell ringer, solid agenda, prompts and one on one check-ins
- Participated in the School Improvement Plan during Professional Development staff meetings
- Collaborated with a translator to communicate with parents about student progress and behavior
- Assessed student learning formally and informally using a variety of assessments and grading rubrics
- Implemented student activities and projects using collaborative and individual learning approaches
- Worked one on one after school with special needs students to assist with lesson comprehension

#### **Student Teacher, Smith Fine Arts Academy, Chicago, IL, Winter 2010**

- Planned lessons for children ages 3-5 years old, including fire safety using Safe Play! kit which encouraged safety skills, vocabulary, and group interactions.
- Utilized the Creative Curriculum which included weekly physical changes to the classroom environment and family/community involvement.
- Coordinated 10 educational field trips for school year to places such as the Navy Pier Children's Museum and Field Museum.
- Led students in creating "My Stories" books which included self-portraits and family narratives.

### **Activities & Interests**

- **National Council of Teachers of Mathematics**, Member, 2007– present
- **Smith University Office of Summer Sessions**, Counselor, 2002
  - Organized educational activities for children at summer program teaching writing and basic computer skills
- **Celebrate Literacy Program**, Volunteer, 2007-2008
- **Over 8 years of volleyball and softball experience and interested in coaching and extracurricular clubs**

# *SAMPLE 1 – School Counseling Resume*

## **Grace Atlas**

5521 N. Woodview Avenue #1k \* Chicago, IL 60640 \* gatlas@hotmail.com \* (773) 525-2233

### **LICENSURES**

Professional Educator License (PEL), Expected June 2013

- School Counselor, prekindergarten through grade 12

Illinois License Professional Counselor (LPC), expected August 2013

### **EDUCATION**

**Master of Education in Counseling – Concentration in School Counseling**, June 2013

DePaul University, Chicago, Illinois, G.P.A. 3.9/4.0

**Bachelor of Arts in Communication**, Minor in Sociology, December 2003

University of Wisconsin-Milwaukee

### **PROFESSIONAL COUNSELING EXPERIENCE**

**Ogden Elementary School**, Chicago, IL., September 2012 – Present

*Counseling Intern*

Individual, Group, and Classroom Guidance Counseling

- Counsel students in grades K through 8, using solution-focused and person-centered approaches, to address issues such as academic performance, social skills, self-esteem, and attendance.
  - Advise and assist numerous students in short-term crisis situations such as bullying, friendship issues, conflict resolution, and classroom behavior issues.
  - Direct and co-lead weekly boys group that targets anger management, social skills, academic issues, behavioral issues, self-esteem, and conflict resolution training.
  - Aided with the planning and facilitation of Ogden Elementary High School Information Night.
  - Educate eighth grade students about career awareness, high school options and scholarships
  - Delivered an Anti-Bullying curriculum for grades 4 through 8 focusing on topics such as bullying defined, conflict resolution, sexual harassment, school policy on reporting and discipline, role of the internet in bullying, how to handle bullies, and alternative behaviors for bullies and victims.
  - Facilitated 2008 ISAT testing at Ogden Branch for teachers and students for a two-week period.
- Case Management and Special Education, Individualized Education Plans (IEP's), and Section 504
- Participate in and run weekly team meetings for Initial and Annual IEP's, School-Based Problem Solving, Domain, non-attending, and speech-only meetings. Discuss student classroom performance and behavior as input to target individual, group, and overall student counseling needs.

**DePaul University Career Center**, Chicago, IL., 2011 - 2012

*Peer Career Advisor*

- Advise students and alumni on resume writing, job-search skills, professional correspondence, career and company research, graduate school research and application process, and interviewing tips.
- Promote services through outreach presentations to on-campus groups, classes, and career workshops.
- Assist with online recruiting system, on-campus recruiting, job listings, and on-campus employment.

### **WORK HISTORY**

**Guaranteed Rate, Inc.**, Chicago, IL – VP of Corporate Recruiting

January 2009 – November 2010

**Hatch Staffing Services**, Milwaukee, WI – Staffing Consultant

January 2008 – January 2009

### **Professional Development**

Membership in American Counselor Association (ACA)

Membership in American School Counselor Association (ASCA)

**Skills** Proficient in Microsoft Office, IMPACT, OneRoomSoftware, and Oracle

# *SAMPLE 2 – School Counseling Resume*

## Amelia Charlotte Hart, M.Ed.

AHART@GMAIL.COM - 7721 N. GROVE, CHICAGO, IL. 60625 - (312)332.5027.

### **LICENSURES**

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#### **Professional Educator License (PEL)**

- School Counselor, Prekindergarten through grade 12

#### **Illinois Professional Counselor License (LPC)**

### **EDUCATION**

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**DePaul University**, Master of Education in Counseling, Concentrations of School and Community, Chicago, IL. 2008-2011

- GPA - 4.00/4.00
- Type 73-certified, LPC qualified pending examination

**University of Minnesota**, Bachelor of Science in Human Development and Family Studies, Minneapolis, MN. 2003-2007

### **COUNSELING EXPERIENCE**

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**Rogers High School**, Professional School Counselor (counseling intern, 2010-2011)      Chicago, 2011-2013

- Led senior and freshmen grade level meetings – analyzed attendance, grade and discipline data to select and administer appropriate universal, targeted and individual interventions
- Served on CARE team, which directs students to appropriate small groups and social-emotional support and interventions; led LGBT support, CBITS (cognitive-behavioral trauma) and Think First (anger management) groups
- Used qualitative and quantitative data to assess effectiveness of Tier 1 and Tier 2 interventions and shared these results with administrators, staff, parents and students
- Acted as school-wide Testing Coordinator and elected as Associate Union Delegate
- Served in multiple extra-curricular leadership roles, including head freshman/sophomore women's basketball coach, gay-straight alliance advisor and student council faculty liaison
- Conducted parent meetings in Spanish and developed conversational Spanish skills, including reading and writing
- Worked with Logan Square Neighborhood Association, BUILD, City Year and other key community stakeholders to develop programming and interventions for students

### **RESEARCH AND ADVOCACY EXPERIENCE**

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**Social/Emotional Fridays – Anti-bullying Campaign**, co-creator      Chicago, 2011-present

- Used freshman needs assessment data to spearhead a student-led, anti-bullying campaign
- Presented "Social-Emotional Fridays" at CPS Counselor swap (Dec. 2011) and Illinois School Counseling Association Annual Conference (March 2012)

**Closing the Gap at Rogers High School: A student-led anti-bullying initiative**      Chicago, 2010-present

- Developed curriculum for a socio-educational anti-bullying task force, which met weekly during quarter four to address relational issues at Rogers High School
- Presented the qualitative and quantitative data from this project at the DePaul University Counseling and Special Education Poster Conference (May 2010), Illinois Safe Schools Alliance (ISSA) Summer Institute (June 2011 and 2012), ISSA Youth Summit (Nov. 2011), National Safe Schools Roundtable (Nashville, Nov. 2011)

- Gained recognition for work around bullying and was invited to speak as a special guest on the Chicago Bar Association's television program "You and the Law" (Dec. 2011)

## **DePaul University**

Chicago, 2010-present

- Researching the effectiveness of K-8 counseling with Dr. Erin Mason, focusing on the disparities between counselor roles and duties, presented at American School Counselor Association Conference (Minneapolis, June 2012)
- Presented "Addressing Anti-LGBTQ Bullying in Schools" on behalf of the Illinois Safe Schools Alliance to graduate level counselors-in-training (July 2013)
- Helped facilitate Alternative Schools Colloquium in conjunction with the Career Center (February 2012)

## **DePaul University Office for Teaching, Learning & Assessment,**

Graduate Student Manager – Supplemental Instruction (SI)

Chicago, 2008-2011

- Researched current trends in collaborative learning in order to train and manage undergraduate peer leaders
- Created the Peer Educational Achievement Council and served as co-facilitator of the council, which fostered community among SI leaders and improved functionality of the SI program
- Co-developed an Undergraduate Teaching Assistant pilot program for Spring 2011 in TCC 502
- Analyzed and organized all relevant program data and worked with TLA director to write, publish and present data at Association of Institutional Research annual conference (Montreal, March 2011)

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## **MEMBERSHIP AFFILIATION**

- American Counseling Association (ACA)
- American School Counselor Association (ASCA)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Chi Sigma Iota (CSI)
  - Served as the school counseling representative on DePaul University's executive board (2008-2011)
- Illinois School Counseling Association (ISCA)

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## **PROFESSIONAL DEVELOPMENT**

- Attendee: Illinois Safe Schools Alliance Youth Summit/GSA Advisor Workshops, 2012
- UMOJA Student Development Corporation Training, Anti-Bullying Training (CPS) 2012
- Calm Classroom Training, Youth Guidance, 2012
- Cognitive Behavioral Interventions for Trauma in Schools (CBITS) Training, 2011
- Counselor Connection Workshop on Advocacy at the Center on Halsted, 2011
- Building Safe Schools Seminar at the Center on Halsted, 2010
- Children Impact Seminar: Social/Emotional Learning Standards, 2010
- Peer Educator Advocacy Conference, New York, 2010

## *SAMPLE 1 – Community Counseling Resume*

**Michael Harris**

2933 N. State Rd • Chicago, IL 62544 • (773)332-5422 • [mharris@gmail.com](mailto:mharris@gmail.com)

### **Licensure**

Illinois Licensed Professional Counselor (LPC), August 2013

### **Education**

DePaul University- Master of Education in Community Counseling, Spring 2013

University of Chicago- Bachelor of Arts in Cognitive Psychology, December 2009

### **Counseling Experience**

**Alexian Brothers Behavioral Health Hospital**, Hoffman Estates, IL, August 2011- June 2012

Counselor and Case Manager- Intern

- Participated in weekly seminars with topics surrounding the assessment and treatment of individuals meeting criteria for Axis I and Axis II diagnosis within a CBT framework
- Admitted patients to the adult partial hospitalization program through clinical interviewing, assessment and treatment planning
- Conducted case management for consistent 2 patient case load
- Provided individual and group therapy for adults struggling with Axis I and Axis II disorders
- Co-facilitated psycho-educational lectures on addiction, grief and loss, stress management, assertive communication, cognitive distortions and relapse prevention
- Presented cases in weekly clinical staffing to senior clinical staff and psychiatrists
- Maintained client progress notes for intensive review and continuity of care
- Collaborated with various outpatient community outreach services to support clients with transitions

**Center on Halsted**, Chicago, IL, July 2010- January 2011

Volunteer

- Served as volunteer for 2011 Out for Work Conference and representative of Center on Halsted
- Collaborated with staff members to develop a plan for SAGE (Services and Advocacy for GLBT Elders) patron access to the city of Chicago's Benefits Check-Up program
- Conducted Intake sessions to gain client information for the ACCESS program and SAGE database
- Connected with LGBT seniors through the SAGE lunch program to gather sense of needs and support

### **Professional Development**

**Alexian Brothers Behavioral Health Hospital**, Hoffman Estates, IL, August 2012

- Received training and certification from the Crisis Prevention Institute on nonviolent crisis intervention; including, nonviolent verbal intervention, nonviolent physical intervention and restraint procedures
- Certified in cardiopulmonary resuscitation for infants, youths and adults from AMA

**Community Health Center of Chicago**, October 14-15, 2011

Participated in a two day, 12 hour, seminar on Mental Health First Aid

- Participated in lectures and exercises on best practices of mental health and first aid procedures
- Engaged in active learning about emotional, behavioral, and physical symptoms of illnesses such as depression, bipolar disorder, anxiety disorders, schizophrenia and substance use disorders
- Received certification as a mental health first aider

### **Community Outreach**

- Volunteer, Dog Town, PAWS, 2010-Current
- Literacy Volunteer and Post-Secondary Mentor, V-Write Program, Open Books, 2011-Currenrt

## *SAMPLE 2 – Community Counseling Resume*

### **Haydee Maria Ortiz**

244 Ogden, Chicago, IL. 60625 ~(773) 285-1126 ~ [hmortiz@gmail.com](mailto:hmortiz@gmail.com) ~~ LinkedIn: <http://www.linkedin.com/in/hortiz>

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#### **LICENSURE**

Illinois Licensed Professional Counselor (LPC), Expected October 2013

#### **EDUCATION**

**Master of Arts in Counseling**, Concentration in Community Counseling, DePaul University, Chicago, IL, June 2013

**Bachelor of Science in Psychology**, Grinnell College, Grinnell, IA, May 2010

#### **COUNSELING RELATED EXPERIENCE**

**New Insights Mental Health Center**, Chicago, IL., September 2012 – Present

*Counseling Intern*

- Counseling individuals and assisting in skill building for adults with severe and persistent mental illnesses, and those with co-occurring substance abuse/use disorders
- Co-Facilitated Therapy Groups: Symptom Management for Anxiety Disorders, Women Support, Dialectical Behavioral Therapy, Loss and Reflection through Art
- Assisted clients with case management issues such as creating treatment plans, finding housing, job placement
- Consulted with supervisors, staff and other counseling interns regarding cases and resources
- Participated in bi-weekly trauma trainings; Other trainings: Bereavement, CBT, Treating Eating disorders

**National Runway Switchboard**, Chicago, IL., January 2011 – July 2012

*Crisis Line Volunteer*

- Provided guidance to runaway youth, parents and their families dealing with issues of running away, prostitution, drug abuse, homelessness child abuse, returning home, suicide and gender identity
- Implemented crisis intervention and mediation to help callers and their families
- Completed 40 hour crisis-line certification training
- Collaborated and consulted with full time clinician staff regarding crisis intervention and resource referrals
- Participated in continue education classes: Understanding and Supporting the Healthy Development of LGBTQ Adolescents, Harm Reduction Training & Trauma Informed Care Training

**New Beginnings Counseling Center**, Grinnell, IA, November 2008 – May 2010

*Teen Group Facilitator*

- Conducted support group for pre-teens and teens (12-18) following the death of a loved one
- Created activities and facilitated discussions to help teens reflect and move forward in their grief
- Supported adolescents in exploring feelings of anger, frustration, loss anxiety, and depression
- Participated in a two day loss and bereavement training

#### **PROFESSIONAL RELATED EXPERIENCE**

**Counseling and Special Education Department**, DePaul University, Chicago, IL. September 2011-June 2012

*Graduate Assistant*

- Compiled literature reviews and edited curriculum vitae, articles, and transcriptions for faculty
- Assisted in statistical analysis using SPSS for faculty research

#### **PROFESSIONAL MEMBERSHIPS**

American Counseling Association Member

American Mental Health Counselors Association

#### **SKILLS**

- Values and Skills Card Sort
- MBTI & Strong Interest Inventory
- Crisis Intervention & Mediation
- Case Management
- DBT & Social Skills Training
- SPSS

# SAMPLE 1 – College Student Development Resume

## Elizabeth Rose Choi

8224 Williams ~ Chicago, IL 60614 ~ 773-277-2858

[rchoi@gmail.com](mailto:rchoi@gmail.com)

### EDUCATION

*DePaul University*

Expected Spring 2014

Master of Education, Concentrations: College Student Development and Community Counseling

*University of Dayton*

Graduated May 2007

Bachelor of Science – Middle Childhood Education

*University of Dayton Study Abroad – Florence, Italy*

June-August 2006

### RELATED EXPERIENCE

#### Graduate Intern

August 2011-Present

*Northwestern University Career Center, Chicago, IL*

- Counseled exploratory students on academic majors by exploring values, interests, skills, and values
- Provided guidance, best practices and feedback on resumes and cover letters for internships and job opportunities
- Supported students in understanding the process of applying and considering graduate programs
- Facilitated Career Workshops for undergraduate and graduate schools on areas of job searching, interviewing, values, and transferrable skills
- Participated in on-site advising at job fairs and within the Department of Psychology
- Advised liberal arts students on career exploration through assessment tools such as the Strong Interest Inventory, Myers-Briggs Type Indicator (MBTI), Strengths Finder, and Values and Skill card sorts
- Encouraged students to be proactive in their internship search by sharing university internship programs, fairs, and databases
- Assisted in developing and facilitating career exploration booths during “Choose and Use Your Major” event for undergraduate students to support their understand of link between majors and career interests
- Provide mock interviews and feedback on virtual Interview Stream mock interviews to undergraduate students

### TEACHING EXPERIENCE

#### 7<sup>th</sup> Grade Science Teacher

August 2007-June 2011

*Olsen Middle School, Dayton, OH*

- Developed and implemented innovative instructional disciplines and effective lessons to maximize student success (special education, regular education, gifted education, and English language learners).
- Collaborated with staff, administration, students, and parents utilizing interpersonal and conflict resolution skills.
- Recognized for increasing student performance based on the state standardized test
- Developed and implemented individualized plans for students with special learning/behavioral challenges.
- Developed fair and effective discipline plan – objectives, strategies, techniques, and implementation.
- Planned and organized annual school science fair and coordinated participation of 30 volunteer judges

#### 7<sup>th</sup> Grade Science Curriculum Director

August 2008-August2010

*Olsen Middle School, Dayton, OH*

- Collaborated with parents, administrators, students, and teachers to develop a comprehensive three year strategic plan to address bullying that included goals, baseline data, implementation plans, and specific details.
- Organized and implemented 7<sup>th</sup> grade science curriculum, input and data-driven decision making.
- Reviewed and discussed school-wide curriculum, operations and data with school administrators.
- Trained in Advocacy Advisors (National School Reform Committee) and Common Core Standards

### Professional Development and Membership

- Alternative Schools Colloquium February 2012
- National Association of Student Personnel Administrators (NASPA) September 2012 – Present
  - Attended NASPA IV-E Regional Conference November 2012
- Completed Safe Zone Training December 2012

## *SAMPLE 2 – College Student Development*

### **Wilson Alexander Serrano**

8234 W. 56<sup>th</sup> Street, Chicago, IL 60625 • 312-778-5811 • oserrano@gmail.com

#### **Education**

Master of Education, Counseling- College Student Development  
DePaul University, Chicago, IL

Expected, June 2014

Bachelor of Art, Communication  
DePaul University, Chicago, IL

June 2005

#### **Relevant Experience**

##### **College of Communications- Office of Advising, DePaul University**

*Graduate Coordinator*

May 2013- Present

- Assist with advising Communication undergraduate students in a holistic manner with guidance especially focused on academic schedules, probation, major and minor selection, academic success, and career opportunities
- Coordinate administrative processes of summer Premiere DePaul and Transition DePaul
- Monitor and maintain Communication social media accounts
- Develop CSH outreach events such as workshops, socials, and focus groups

##### **TRiO Student Support Services, University of Illinois at Chicago**

*Graduate Intern Advisor*

September 2013- Present

- Provides holistic and comprehensive advising and instructional support, which contributes to an increase of the graduation and retention rates of TRiO participants
- Design and administer a career development workshop series for undeclared and exploratory students

##### **Association Colleges of Illinois (ACI)**

*College & High School Outreach Coordinator*

July 2008-May 2013

- Advised students individually and as a group on professional development, college readiness and transitional issues, ranging from 5 to 200 monthly
- Established relationships with faculty and students at universities in Illinois, Texas, Florida and New York in order to have a competitive pool of candidates for internships with Fortune 500 companies
- Supported in the planning of the college summit and its content, which exposed over 150 high school students to options in careers and post secondary institutions

#### **Professional Experience**

##### **Deferred Action Clinic Immigrant Justice Center**

*Paralegal*

March 2006-March 2007

- Conducted weekly legal consultations to an average of 50 families seeking Legal Permanent Residency, Asylum, U-Visas, and temporary visas through the Violence Against Women Act
- Served as a translator for clients who seek residency and citizenship in the United States of America

##### **Deferred Action Clinic Immigrant Justice Center**

*Program Assistant*

October 2005- March 2006

- Handled key logistical support of the 4<sup>th</sup> Annual Freedom Network Conference
- Administered daily operations of the Rogers Park office which maintained overall standard in customer service

#### **Skills**

Fluent in Spanish, Microsoft Office and social media including Facebook, Twitter and LinkedIn

#### **Professional Membership**

American Counseling Association  
DAAN (DePaul Academic Advising Network)- Professional Development Committee

## *SAMPLE 1 – Leadership Resume*

### **ANTONIO EDWARD MORALES**

2395 N. River Rd Unit 715 ~ Chicago, IL 60640  
773.522.5720 ~ amorales@gmail.com

#### **SUMMARY OF QUALIFICATIONS**

- Curriculum Development
- Instructional Coaching
- Professional Development
- Recruitment and Hiring
- Strategic Planning
- Community Engagement
- Date-Driven Instruction
- Departmental Supervision

#### **EDUCATION**

DEPAUL UNIVERSITY, CHICAGO, IL MAY 2013  
M.A. in Education Leadership

DEPAUL UNIVERSITY, CHICAGO, IL JUN 2004  
B.S. in Elementary Education, Minor in Science

#### **LICENSURE**

Professional Educator License

- General Administrative, kindergarten through grade 12
- Elementary Education (Self-Contained General Education), Kindergarten through grade 9
- General Science, middle school – grade 5 through grade 8

#### **LEADERSHIP EXPERIENCE**

MANOR COLLEGE PREP HIGH SCHOOL MAY 2013-AUG 2013  
Summer School Principal

- Supported academically-at-risk students and families through weekly progress reports and course deficiencies action plans
- Supervised and hired four teachers
- Engaged in summer school course offerings partnership with Walter Payton College Prep
- Created and delivered professional development sessions for Golden Apple Scholars
- Maintained 98 percent attendance rate among students

Principal Intern MAY 2012-APR 2013

- Participated in research and data collection for Targeted Student Recruitment Program
- Assisted in hiring for math, special education, and counselor positions
- Compiled comprehensive data on outstanding credits for approximately 200 students
- Developed Action: *Graduation*, a proactive academic promotion policy
- Supported Senior Leadership Team in development of job descriptions
- Observed school leaders in instructional leadership, management and community outreach
- Facilitated small group reflection and discussion for vision development

#### **TEACHING EXPERIENCE**

PARKER CHARTER SCHOOL AUG 2008-PRESENT  
Teacher

- Develop writing assessment philosophy that includes performance based portfolio to accompany student through end of elementary school
- Collaborated with teacher team to plan and implement a series of parent workshops
- Co-facilitate professional development for faculty on components of Everyday Math curriculum
- Collaborated on Polk Brothers Fund-UIC Prairie Group Project, a professional development initiative designed to evaluate teachers' self-reflection of teaching practices
- Participate in group interviews toward the hiring of three new teachers
- Facilitate the development of student leadership through new student council and Spanish Clubs

PARKER CHARTER SCHOOL AUG 2005-2008

Kindergarten and First Grade Classroom Teacher

- Demonstrate above or at grade level reading ability for at least 90 percent of students for three years
- Apply English as a Second Language, cooperative learning, and differentiated instruction strategies
- View and reflect upon curriculum, instruction, and assessment from a lens of policy and social justice
- Integrate native languages, cultural experiences and country studies into social studies curriculum
- Collaborate with colleagues through peer mentorship and school-based professional development
- Implement thematic units using backward design model
- Participate in monthly Family Social events such as Reading Night, Math Night, and Curriculum Night

EISENHOWER ACADEMY AUG 2004-JUN 2005

First Grade Classroom Teacher

- Modified curriculum to support learning of special needs students
- Taught math using self-designed lessons on numbers and numeration concepts
- Taught character education, art, and fine motor skills through cross-curricular unit
- Team taught a unit on the prairie culminating in an extended field trip to Morton Arboretum

MILLIKIN SPECIALIZED EDUCATION SERVICES Nov 2004-MAY 2005

After School Program Teacher – Grades 1 through 3

- Provided individual instruction to special needs students in areas of reading and math
- Provided one-on-one assistance on lessons in all subject areas to students in kindergarten
- Administered spelling tests and assisted in instruction of beginning paragraph writing
- Evaluated students on a weekly basis using formal and informal assessment tools

## PHILANTHROPIC AND BUSINESS EXPERIENCE

MAYA OUTREACH MISSION, NEW DELHI, INDIA JUN 2006-AUG 2006

- Traveled to 20 rural towns in 30 days by train and bus to learn about rural development, practice Hinduism and to see historical and religious sites
- Reside in ashrams, or pure places of spiritual worship
- Study philosophical texts of Hinduism and participate in Indian cultural and traditional activities
- Volunteered at Asha community center in which tutored physically and mentally challenged children

## RECOGNITIONS AND AWARDS

THE ARTHUR LEE FUND 2010-PRESENT

Study Group Award Recipient

- Purchase books for classroom library with \$800-award.
- Participate in school-based literacy study group.
- Participate in professional development for drama in reading, writing in math, guided reading strategies, art in the content areas and general literacy coaching.
- Implement sustained silent reading time and read aloud sessions to students daily

Chicago Public Schools Summer Fellows Recipient JUN-AUG 2003

## PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development

Illinois Principals Association (IPA)

Illinois Association of School Administrators (IASA)

National Education Association

## PROFESSIONAL SKILLS

Skilled in Microsoft Office Suite, In-Design, Photoshop, Dreamweaver

Fluent in Spanish

## SAMPLE 2 – Leadership Resume

### Josefina Grace Smith

4412 Williams Ave.  
Chicago, IL 60624  
[jgsmith@gmail.com](mailto:jgsmith@gmail.com)  
773-255-8135

#### SUMMARY OF QUALIFICATIONS

- Curriculum Development
- Instructional Leadership & Coaching
- Departmental Supervision
- Recruitment & Hiring
- Community Engagement
- Rigorous, Data-Driven Instruction

#### EDUCATION

- Master of Arts in Education  
DePaul University, Chicago, IL (GPA - 3.91 / 4.0) July 2010
- Bachelor of Arts – History (w/ Highest Honors),  
DePaul University, Chicago, IL (GPA - 3.88 / 4.0) June 2002

#### LICENSURE

- Professional Educator License (PEL)
  - General Administrative, kindergarten through grade 12
  - U.S. History and World History, senior HS – Grade 9-grade 12
  - Social Sciences, middle school – grade 6 through grade 8

#### SCHOOL LEADERSHIP EXPERIENCE

August 2008 - Present

##### **Early College STEM Site Team, Harris High School, Chicago, IL.**

- Selected to help collaborate on developing school-wide curriculum and course sequences for new Early College STEM designation.
- Led team responsible for developing the new Humanities pathway of study
- Collaborated to develop a new school mission and common instructional framework.
- Led professional development to inform and engage the full staff on the efforts of the site team.
- Attended Local School Council and Parent Action Committee meetings to talk to parents and community members about the development and implementation of the EC STEM school model.

##### **Instructional Leadership Team**

- Participated in performance management data meetings with network officials to analyze school data that led to a number of initiatives:
- Examined school-wide data on attendance and developed a variety of programs that increased overall attendance by 30%
- Led instructional rounds to identify best practices for increasing student engagement levels and then shared finding with full staff.

- Participated in research of grading methodologies to determine ways to improve student investment in their educational goals.

### **Social Studies Department Chair**

- Liaison with administration to evaluate departmental plans and concerns.
- Create agendas and established meeting protocols that maximized department collaboration time.
- Led re-organization of the social studies department into course teams that meet regularly and use data to inform instruction
- Led professional development on the Performance Management data meeting format as prescribed by Chicago Public Schools.
- Supervised the creation of curriculum aligned to Common Core Standards and that utilized the principals of Project-Based Learning.
- Led selection and interview process for selecting new department team members.
- Worked with other departments to implement shared writing rubrics and coursework realignment.
- Maintain social studies department budget & manage all textbook & technology requisitions.

### **Educational Leadership Practicum**

- Planned and implemented a sophomore induction event for first year Early College STEM students.
- Developed a parent-shadowing program that enables parents to follow their student from class to class for a partial day.
- Attended professional development on the use of Student Information Management (SIM) system and worked to program a sophomore-level class of roughly 450 students.
- Supervised the reorganization of student and business records room according to the policies and procedures outline by the Chicago Public Schools' Legal Department.

**TEACHING EXPERIENCE - Harris High School, Chicago, IL**

**August 2005 – Present**

### **Social Studies Teacher & Mock Trial Coach**

- Classes taught: A.P. World History, Law, Humanities, World Studies, Contemporary U.S. History, Art, & Sculpture
- Collaborated with the Franklin School of Journalism and School of Education & Social Policy at University of Chicago to implement a semester-long Civics Media project that had students research and produce documentaries on immigration issues impacting their communities.
- Utilize the online course management website, Canvas, to increase student interaction and learning beyond scheduled class time.
- Taught students who read below grade-level who achieved an average 49% passing rate over the past four years on the AP World History exam.
- Successfully managed multiple team & individual winners in the annual City-Wide Mock Trial Competition sponsored by the Chicago Council of Law-Related Education and Chicago Bar Association
- Participated in numerous co-teaching situations for students with diverse learning needs.
- Selected to attend an AP World History College Board-sponsored professional development at Jin University in Japan in the summer of 2012.

### **HONORS**

- Awarded two grants for producing school plays from the Polk Brothers Family Foundation (2007 & 2008)
- Phi Alpha Theta, National History Honor Society (Phi-Delta Chapter, DePaul University)
- Certificate of Outstanding Performance by the Faculty of the History Department, DePaul University

# Career Center Teaching Resume Resources

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

**Career Advising:** Gina Anselmo, the Career Center's Career Specialist serving the College of Education, is available to meet with students and alumni by appointment. Advising sessions can cover a variety of topics, including resume development, job search strategies, interviewing skills, and other career related concerns. **Please contact Career center at 773.325.7431 to schedule an appointment**

**Peer Career Advising:** Peer Career Advisors have been specially trained to provide resume assistance and basic career services to the DePaul community. Peers are available on a walk-in basis during most business hours or via email at **peercareeradvisor@depaul.edu** for questions, job search advice, resume assistance, and cover letter critiques.

The Career Center offers several workshops that cover highlights on resume writing, interviewing, portfolio preparation, and job searching for teachers.

**Hit the Ground Running I: Resume, Cover Letter, and Portfolio Prep for Teachers**

**Hit the Ground Running II: Job Search and Interview Preparation for Teachers**

In these workshops, you will receive an overview of resources and career tips to help you prepare for a job search in the teaching profession.

## Making the Grade – e-Portfolio Teacher Workshop

Teachers are encouraged to not only utilize technology in the classroom, but to demonstrate their knowledge and experience electronically throughout the job search process. In this hands-on workshop, aspiring teachers will be introduced to several software programs that can be used to create a teacher e-portfolio.

## Tours for Teachers Workshop Series

This workshop series widens a new teacher's perspective of what different public, private, and alternative settings look like. Current DePaul students have an opportunity to talk to a school administrator, tour the school, attend roundtable discussions with several teachers, and participate in self-assessment resources.

## The Teacher's Forum

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

**Visit our Career Center website to also check out new workshops and events for Education Students!**

**To Register:** You can register for all of these workshops and events by logging in with your campus ID at: DePaul.Experience.com through careercenter.depaul.edu

Contact the Career Center to schedule an appointment with a Career Advisor or any inquiries you may have:

**Lincoln Park Campus**  
**2320 N Kenmore Ave,**  
**SAC 192**  
**Chicago IL, 60614**

**Loop Campus**  
**1 E. Jackson Blvd, Suite**  
**9500**  
**Chicago IL, 60604**