

Resume Helps and Guidelines

While there is no one correct way to write a resume, effective resumes adhere to basic guidelines including:

- Begin with the most important material
- Start sentences with vivid verbs describing your skills (pick a different verb for each sentence, we have a whole list of these on our website at http://www.byui.edu/TeacherCareerServices/Menu/Resume_info/helpful_verbs.htm)
- Use bullet statements, or short paragraphs
- Be consistent in formatting
- Eliminate all spelling and grammatical mistakes

Follow the Basic Format of a Teacher Resume, which would be:

- Objective
- Education
- Certification & Endorsements
- Teaching Experience
- Other Experience, or in other words your work experience
- Volunteer Experience
- Accomplishments, Awards, and Honors
- Skills and Hobbies (optional)
- References (Name, Title, Organization, Address, City, State, Zip Code, Work Phone, Cell Phone, Home Phone, Email)

OBJECTIVE:

- Keep your objective concise
- Identify the grades and certification areas you are willing to teach and any specific skills you possess
- Address your motivation to become a teacher or what you hope to accomplish as a teacher

EDUCATION:

- The name and location of the institution (such as Brigham Young University-Idaho)
 - Your degree, major, minor (if you have one)
 - Graduation date (month and year)
 - You may include your GPA if it is 3.4 or above
- (If you have unique educational experiences, such as study overseas, include this information)

CERTIFICATION: Test you will have or have taken. Any other educational certification you have received.

- Teaching Certification (when you get it)
- Idaho State Literacy Exams
- Praxis II
- Praxis PLT
- Zaner-Bloser Handwriting Course, in both manuscript and cursive (optional)
- Any Endorsements (Check with the Education Advising Office in HIN 302)

TEACHING EXPERIENCE: This section is the most important one and must be the salient part of your resume.

- State the school, location, and dates
- Include the facts of your teaching assignment such as the number of students, classes, grade level, and subjects
- Describe your teaching experience in specific terms
~Such as WHAT exactly did you do in the classroom. Saying you taught students a history lesson is too broad. Be more specific in what you taught such as, "Organized and taught a unit of Idaho History about the Oregon Trail."

Consider addressing issues like these:

- A unit plan that encompassed a variety of subject areas
- Lessons designed to meet state standards and/or to prepare students for standardized testing
- Ways in which you incorporated technology into your teaching
- Methods used to assess the progress of your students
- Work coordination with other teachers, school counselors, and administrators
- Student behavior management
- Involvement in extracurricular activities

OTHER EXPERIENCE: This section would be your work experience. You don't need to list and name ALL of your work experiences, preferably the most recent experience (about 3-4)

- Begin with listing your job title and employer, location and date
- Include your basic duties and accomplishments, if there are any transferable qualities, list them

VOLUNTEER EXPERIENCE: Include college or community activities, any experiences such as a summer camp counselor, Special Olympics volunteer, or after-school tutor. Describe these in similar ways you described your other experiences (work experience).

- Begin with the title, organization, locations, and dates

Include the facts of your experience and specifically describe your skills and accomplishments

ACCOMPLISHMENTS, AWARDS & HONORS:

- Awards, such as scholarships, music and sports awards
- Honors (Honor's Roll, National Dean's List, etc...)
- Know a second language, such as Spanish
- Music, such as piano, violin, voice, flute...
- Certified in any CPR or First-Aid

SKILLS, HOBBIES, & TALENTS: (can be combined with Accomplishments, Awards, and Honors) (optional)

- Computer Skills
- Any hobbies you have, such as sports, scrapbooking, outdoors, dance, sewing...

REFERENCES: On your references, you want to have up to 4 different types of people. People who have:

- Seen you teach, such as a coordinating teacher or professor
- Previous college professors
- Previous employers and/or co-workers
- Someone who has seen your character, such as a neighbor, family friend, or bishop

Some questions you could ask yourself when you are finished with your resume would be:

- Is the resume printed on quality paper? Not Xerox paper?
- Is the font readable?
- Is the font size appropriate and consistent throughout the resume?
- Is the layout attractive? Be consistent in formatting.
- Do section headings stand out?
- Are the margins attractive and even and straight on top and bottom and both sides?
- Are the indentations even? Use tabs to keep them the same.
- Are bullets all the same? Consistent?
- If a bullet contains more than one line, does the second line begin directly underneath the first?
- Does each position description contain the same information in the same order? For example, position, title, employer, city and state, and dates.
- Are the most important positions described more fully than lesser positions? Such as your teaching experiences verses your work experiences.
- Do descriptive phrases begin with action verbs?

- Have you used the word "I?" DON'T!
- Have you eliminated meaningless phrases such as "responsibilities were" and "duties included?"
- Have you eliminated empty words such as "various," "numerous," and "several?"
- Have you eliminated high school information, unless it is relevant for a specific position?