DESIGN THE LIFE YOU WANT
WITH CAREER SERVICES

CAREER GUIDE FOR TEACHERS

Drop in for 10 Minute Coaching

Monday
8:00am - 10:00am

Wednesday
1:00pm - 3:00pm

Tuesday & Thursday
3:00pm - 5:00pm

Friday
9:30am - 11:30am
LEARN
Majors & Careers
• Know your skills
• Explore majors & careers
• Career planning electives
• Design your career

DISCOVER
Job Opportunities
• Career coaching
• Effective resumes & LinkedIn
• Employment & internships
• Alumni networking

ENGAGE
Apply & Succeed
• Mock interviews
• Grad school prep & testing
• Apply for jobs
• Negotiate offers & launch your career

Learn more at: career-services.usu.edu

2019 SPRING
SAVE THE DATES

Summer Job Fair
Wednesday
1/23/2019
9am - 2pm

Spring STEM Fair
Wednesday
2/13/2019
3 - 7pm

Spring Career Fair
Wednesday
2/27/2019
9:30am - 2:30pm

Last Chance Fair
Wednesday
4/17/2019
9am - 2pm

Teacher Fair North
Wednesday
3/20/2019
1pm - 5pm

WHO'S MY CAREER COACH?

Donna Crow
Natural Resources & Alumni
donna.crow@usu.edu

Jillian Morley
Agriculture & Applied Sciences
jillian.morley@usu.edu

Currently All Coaches
Humanities & Social Sciences, & the Arts

Brenda Bohm
Student Employment
brenda.bohm@usu.edu

Sophie Bassett
Engineering & Science
sophie.bassett@usu.edu

Eric Jensen
Testing Services
eric.wj@usu.edu

Dannon Loveland
Education & Human Services, Business
dannon.loveland@usu.edu

CONTACT US
435.797.7777
University Inn, Ground Level 102
APPLICATION PROCESS

Applications: The Utah Department of Education has purchased Teachers-Teachers.com and is a tool for all Utah schools to post-employment needs. Creating an account on Teachers-Teachers.com will give you access to both Utah and nationwide openings in public and charter schools. In addition to the statewide application, some schools may have additional follow-up questions.

Not all Utah schools/districts, however, use Teacher-Teachers.com. It is always recommended that you first, visit the website of the school/district of interest to assess the preferred application process. Additional resources are found online at: www.usu.edu/career/students/education.

Additionally, use TeachUtah.org for Utah-specific job postings.

Teacher Database: Fill out the registration sheet at Career Services. This sheet is used to refer you to school districts looking to fill positions, which happens on a regular basis throughout the summer.

Interviews: A screening interview is scheduled through the school district. Larger districts usually won’t consider your application complete without the screening interview. Applicants that pass the screening interview will be asked to interview with principals for specific openings. Improve your interviewing skills by participating in a teacher-related mock interview with your career coach at Career Services.

UTAH STATEWIDE TEACHER FAIRS
Mark your calendars for the Statewide Teacher Fairs held in March at Utah State University (North Fair) and Brigham Young University (South Fair). You can network with school districts and charter schools from Utah and throughout the nation as well as interview for teaching positions. For more information, go to www.uaee.org.

ON CAMPUS INTERVIEW
Most teacher interviews take place at Career Services in December as well as February through April. Notifications will be sent via Aggie Handshake to you if on-campus interviews are taking place. To schedule an interview with a school/district, simply call 435-797-7777. Come dressed to impress and fill out an online application for the school and upload the necessary digital documents prior to the interview. If you don’t have your final student teaching evaluations when you interview, it is okay. Schools understand you haven’t received them yet, and they will ask you to submit them when you have them.

LICENSING OR CERTIFICATION
It is your responsibility to apply for your state license. This is done through the license office (room 103) just south of the Dean’s Office in the College of Education or through the Utah State Office of Education webpage at: www.usoe.k12.ut.us.

It is not necessary to be licensed in other states when you’re applying for a teaching position outside Utah. When you accept a job in another state, you will need to get licensed, even if it is temporary or provisional.

KEEP US AWARE OF YOUR STATUS
Career Services is very interested in your career success and keeps records on USU graduates. Referrals are continually given to employers so up-to-date employment information is critical. Please respond to an email from Career Services to report your employment status or graduate school plans.

If you’re currently not seeking employment or if your contact information changes, phone (435) 797-7777 or email career.services@usu.edu.

For Job Openings Visit:

Teachers-Teachers.com
TeachUtah.org

facebook.com/USUCareerServices
linkedin.com/USU Career Services Group
twitter.com/USUCareer
1. **Log In**
   b. Enter Username and Password. If you are not already registered, then select the register tab and register.

2. **Account Display**
   a. There are five tabs across the top of the page.
   b. **Dashboard** tab – Provides information at a glance as well as instructions and links to various sections of the account.
   c. **Opportunities** tab – Provides tools to view employers’ job postings, events, and announcements, make your resume visible to employers, see invitations from employers, and view and manage your application history.
   d. **Application** tab – Provides tools to create an online resume and store documents such as transcripts.
   e. **Message Center** tab – Provides tools to create, store, send, and track messages.
   f. **Account** tab – Provides tools to manage your login information, create email settings, etc.

3. **Application Tab**
   a. Your online resume is created and stored here. When applying to a posting, some employers will ask you to “Submit Resume” and they will accept whatever you have created in this tab. Other employers will ask you to “Submit Application”. In this case, an application will appear and be auto-populated by your resume. If you are missing sections that the employer requires, they will be indicated so that you can return to this tab and complete them.
   b. **Resume** – Use the Resume Builder on the left side of the page and fill in the sections that are relevant to you.
      i. Certification/Licenses
         1. If you are licensed, fill in the necessary fields. If you are not yet licensed, select the license you expect to receive and indicate that you will be graduating from a state-approved teacher preparation program.
         2. Scroll through the “Position Areas” and select ALL positions this license qualifies you to teach.
         3. Select all age levels this license qualifies you to teach.
   c. **Sensitive Information** – Sensitive data will only be released to an employer if they ask for it during the application process and you grant permission to have it. Even so, they will not see the data; it will only be saved in the database so that they can run general demographic type reports. The exception to this is if they ask for a social security number. If you grant them permission, they will be able to see it.
   d. **Documents**
      i. Some employers ask that you upload documents in addition to submitting an application. You will need to upload documents in advance in the Document section so that they will be available to you when applying.
      ii. Documents must be saved in PDF format in order to be uploaded.
      iii. Even if you attach a document to a particular section of your resume by using the Resume Builder (e.g. a transcript after your college information), it will only be visible to employers if they specifically ask for it as part of the application process and you attach it to the application in response. (This action sends them a pdf of the document and, if you have embedded it in the resume, allows them to view it there as well.)

4. **Opportunities Tab**
   a. **Search and Browse** - There are multiple ways to view job postings. You may “Browse” using various filters, enter the name of an employer in the keyword search, or “Search” the system with customized searches that you create.
   b. **Post Resume** - Employers may search the database proactively for candidates who have not yet applied. “Post Resume” is where you decide who will be able to view your resume when they do this.
   c. When viewing job postings from the Browse or Search pages, click on the Job Title of the posting to display the text.
   d. Within each job, you will see a symbol next to license requirements. A green check mark means that your qualifications match the requirements of the posting and you can apply. The yellow caution sign indicates that your license does not match the requirements of the posting. You will be able to view the posting but not apply. If you believe that this is incorrect, go back to the Application tab and review the license section. Make sure you have selected all the positions and grade levels that your license allows you to teach.
   e. **If you would like to apply, scroll down and you will see either a “Send Resume” or “Send Application” button.**
      i. “Send Resume” – When you click on this button it will send your resume instantly. You have applied and are done unless the employer contacts you with additional instructions.
      ii. “Send Application” – When you click on this button, the employer’s application will appear. If the employer requires sections from the resume to be filled out that you have not addressed, a yellow caution sign will advise you to do so. The employer may also ask you to answer additional questions. Below the application, some employers will ask you to attach additional documents. If you have previously uploaded your documents in the Application tab and created a master list, that list will appear and you can select the documents that meet the employer’s request and attach them. If you have not previously uploaded a necessary document, submit the application first, before leaving to upload the document. If you leave the application without submitting, your completed application information will not be saved. After you have uploaded the missing document to your master list, you can go back to your submitted application (in Application History) and attach the document.
   f. You may want to apply to multiple positions with the same employer. If you submit an application through Teachers-Teachers.com the first time you apply, the next time you apply to a position with that employer you may see a prompt asking if you would like to reuse the previous application. Unless something has changed (e.g. it has been over a year since you last applied), please choose the option to reuse the existing application.
Networking

Make the most of an employer/alumni contact for this important networking event ahead of time. Review the following keys to successful attendance and visit your Career Coach at Career Services for any additional questions and advice. Whether you are a freshman or a Ph.D. candidate. UAEE’s Statewide Teacher Fairs can serve as a valuable resource to explore teaching careers and seek employment.

Six Steps to Networking Success

Depending on your interest in exploring careers in education versus obtaining a specific teaching position, follow these five steps in preparing for successful networking:
1. Research organizations
2. Prepare your resume and online social media presence
3. Prepare your approach & introduction
4. Ask questions
5. Follow-up

Step 1 – Research Organizations
View the list of employers attending the Teacher Fairs online and identify those you are most interested in approaching. A quick visit to these organizations’ websites to review their mission statements, operations, and typical job openings will help you decide. A list of schools attending the fairs can be seen at www.uaee.org.

Step 2 – Prepare Your Resume
A targeted resume works best when applying for a teaching position. Include an objective statement if targeting your priority schools/districts with a customized resume. Drop-in resume edits are available on Monday-Friday, check the website for times (other times by appointment). You can also create a student business card by visiting the Career Services’ website. Don’t wait until the last minute to get help with your resume.

Step 3 – Prepare Your Approach & Intro.
Name badges are available at the entrance to the Teacher Fairs and employers prefer seeing your name, major, and graduation date before you even begin talking with them! Employers expect you to walk up and introduce yourself. This may feel uncomfortable at first, but with practice, you will get used to doing it and doing it well! Remember, recruiters are at the Teacher Fair to meet you.

Sample Introduction: “Hello, my name is Jon; it is very nice to meet you. I am a senior working on a BS in Teaching English with an endorsement in ESL. I would like to know what positions are available within your school/district that I might be qualified for.”

Step 4 – Ask Questions
The process of researching organizations will likely make you think of questions you would like to ask recruiters when you meet them at the Teacher Fair.

Step 5 – Follow-up
Once you make a great first impression, keep the ball rolling with an effective follow-up! You can do this through email, phone, or the mail and should be done within a few weeks of the event. Your message should include another thank you, state your interest in pursuing a position with their organization (now or in the future), and request an opportunity to meet again to discuss your qualifications in great detail. Once you have completed an online application, let this contact know.

Having a contact inside the school/district to follow-up with after the Teacher Fairs is a key reason you should attend!
Northern Utah Teacher Fair
Wednesday, March 20, 2019
Utah State University

Southern Utah Teacher Fair
Thursday, March 21, 2019
Brigham Young University

To see who’s coming visit: www.uaee.org

Meet and network with schools and district representatives from across the nation.

Sponsored by:
Brigham Young University
Brigham Young University-Idaho
Dixie State University
Southern Utah University
University of Utah
Utah State University
Utah Valley University
Weber State University
Westminster College
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<th>CONTACT</th>
<th>ADDRESS</th>
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<tbody>
<tr>
<td>Alpine</td>
<td>Jami Lavery</td>
<td>575 N 100 E, American Fork 84003</td>
<td>(801) 610-8478</td>
<td><a href="http://www.alpineschools.org">www.alpineschools.org</a></td>
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<tr>
<td>Beaver</td>
<td>Ray Terry</td>
<td>290 N. Main, Beaver 84713</td>
<td>(435) 438-2291</td>
<td><a href="http://www.beaver.k12.ut.us">www.beaver.k12.ut.us</a></td>
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<tr>
<td>Box Elder</td>
<td>Terry Jackson, HR</td>
<td>960 S Main, Brigham City 84302</td>
<td>(435) 734-4800</td>
<td><a href="http://www.besd.net">www.besd.net</a></td>
</tr>
<tr>
<td>Cache</td>
<td>Kirk McRae, Director HR</td>
<td>2063 N 1200 E, North Logan 84341</td>
<td>(435) 752-3925</td>
<td><a href="http://www.ccbsdut.org">www.ccbsdut.org</a></td>
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<tr>
<td>Carbon</td>
<td>Nelda Grundy</td>
<td>P.O. Box 1438, Price 84501</td>
<td>(435) 637-1732</td>
<td><a href="http://www.carbonschools.org">www.carbonschools.org</a></td>
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<tr>
<td>Daggett</td>
<td>Kathleen Parkinson, Admin Asst.</td>
<td>P.O. Box 249, Manila 84046</td>
<td>(435) 784-3174</td>
<td><a href="http://www.dsdf.org">www.dsdf.org</a></td>
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<tr>
<td>Davis</td>
<td>Rodney Rose</td>
<td>P.O. Box 588, Farmington 84025</td>
<td>(801) 402-5261</td>
<td><a href="http://www.davis.k12.ut.us">www.davis.k12.ut.us</a></td>
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<tr>
<td>Duchesne</td>
<td>Joni Fitzgerald</td>
<td>P.O. Box 446, Duchesne 84021</td>
<td>(435) 738-1202</td>
<td><a href="http://www.dcsd.org">www.dcsd.org</a></td>
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<tr>
<td>Emery</td>
<td>Kirk Sitterud, Superintendent</td>
<td>P.O. Box 120, Huntington 84528</td>
<td>(435) 687-9846</td>
<td><a href="http://www.emerycsd.org">www.emerycsd.org</a></td>
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<tr>
<td>Garfield</td>
<td>Nick Reynolds</td>
<td>P.O. Box 398, Panguitch 84759</td>
<td>(435) 676-8821</td>
<td><a href="http://www.garfield.k12.ut.us">www.garfield.k12.ut.us</a></td>
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<tr>
<td>Grand</td>
<td>Stephen Hren</td>
<td>264 S 400 E, Moab 84532</td>
<td>(435) 259-5317</td>
<td><a href="http://www.grandschools.org">www.grandschools.org</a></td>
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<tr>
<td>Granite</td>
<td>Donette Menell-Waters, El Ed</td>
<td>2500 S State, Salt Lake City 84115</td>
<td>(801) 646-5000</td>
<td><a href="http://www.granteschools.org">www.granteschools.org</a></td>
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<tr>
<td>Iron</td>
<td>Kent Peterson</td>
<td>2077 W Royal Hunt Drive, Cedar City 84720</td>
<td>(435) 586-2804</td>
<td><a href="http://www.irondistrict.org">www.irondistrict.org</a></td>
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<tr>
<td>Jordan</td>
<td>Stacy Krahenbuhl, Elementary Ed 7387 S. Campus View Dr. West Jordan 84084</td>
<td>(801) 567-8150</td>
<td><a href="http://www.jordandistrict.org">www.jordandistrict.org</a></td>
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<tr>
<td>Juab</td>
<td>Jill Lisonbee, Secondary Ed</td>
<td>7387 S. Campus View Dr. West Jordan 84084</td>
<td>(801) 567-8150</td>
<td><a href="http://www.jordandistrict.org">www.jordandistrict.org</a></td>
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<tr>
<td>Kane</td>
<td>Brent Judd</td>
<td>346 E 600 N, Nephi, UT 84648</td>
<td>(435) 623-1940</td>
<td><a href="http://www.juab.k12.ut.us">www.juab.k12.ut.us</a></td>
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<tr>
<td>Logan</td>
<td>Susan Redd</td>
<td>746 S 175 E, Kanab 84741</td>
<td>(435) 644-2555</td>
<td><a href="http://www.kane.k12.ut.us">www.kane.k12.ut.us</a></td>
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<tr>
<td>Millard</td>
<td>David Taylor</td>
<td>101 W Center, Logan 84321</td>
<td>(435) 755-2300</td>
<td><a href="http://www.loganschools.org">www.loganschools.org</a></td>
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<tr>
<td>Morgan</td>
<td>Doug Jacobs, Superintendent</td>
<td>P.O. Box 530, Morgan 84050</td>
<td>(801) 829-3411</td>
<td><a href="http://www.morgan.k12.ut.us">www.morgan.k12.ut.us</a></td>
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<tr>
<td>Murray</td>
<td>Denise McDougall, HR Admin Asst.</td>
<td>147 E 5065 S, Murray 84107</td>
<td>(801) 264-7400</td>
<td><a href="http://www.murrayschools.org">www.murrayschools.org</a></td>
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<tr>
<td>Nebo</td>
<td>Bonnie Bringhurst</td>
<td>350 S Main, Spanish Fork 84660</td>
<td>(801) 354-7400</td>
<td><a href="http://www.nebo.edu">www.nebo.edu</a></td>
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<tr>
<td>North Sanpete</td>
<td>Courtney Syme</td>
<td>220 E 700 S, Mt Pleasant 84647</td>
<td>(435) 462-2485</td>
<td><a href="http://www.nsanpete.k12.ut.us">www.nsanpete.k12.ut.us</a></td>
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<tr>
<td>North Summit</td>
<td>Jerre Holmes, Superintendent</td>
<td>P.O. Box 497, Coalville 84017</td>
<td>(435) 336-5554</td>
<td><a href="http://www.nsummit.org">www.nsummit.org</a></td>
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<tr>
<td>Ogden</td>
<td>Chad Carpenter</td>
<td>1950 Monroe Blvd, Ogden 84401</td>
<td>(801) 737-7320</td>
<td><a href="http://www.ogdensd.org">www.ogdensd.org</a></td>
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<tr>
<td>Park City</td>
<td>Gayle Kilgory, HR Admin. Asst.</td>
<td>2700 Kearns Blvd, Park City 84060</td>
<td>(435) 645-5600</td>
<td><a href="http://www.pcschools.us">www.pcschools.us</a></td>
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<tr>
<td>Plute</td>
<td>Gloria Fox, District Sec.</td>
<td>P.O. Box 69, Junction 84740</td>
<td>(435) 577-2912</td>
<td><a href="http://www.piute.k12.ut.us">www.piute.k12.ut.us</a></td>
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<tr>
<td>Provo</td>
<td>Melanie Shelly, Secretary</td>
<td>280 W 940 N, Provo 84604</td>
<td>(801) 374-4800</td>
<td><a href="http://www.provo.edu">www.provo.edu</a></td>
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<tr>
<td>Rich</td>
<td>Dale Lamborn</td>
<td>P.O. Box 67, Randolf 84064</td>
<td>(435) 793-2135</td>
<td><a href="http://www.richschool.org">www.richschool.org</a></td>
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<tr>
<td>Salt Lake</td>
<td>Eva Doolin</td>
<td>440 E 100 S, SLC 84111</td>
<td>(801) 578-8340</td>
<td><a href="http://www.slcschools.org">www.slcschools.org</a></td>
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<tr>
<td>San Juan</td>
<td>Matt Keyes</td>
<td>200 N Main, Blanding 84511</td>
<td>(435) 678-1200</td>
<td><a href="http://www.sjsd.org">www.sjsd.org</a></td>
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<td>Sevier</td>
<td>Richard Stowell</td>
<td>180 E 600 N, Richfield 84701</td>
<td>(435) 896-8214</td>
<td><a href="http://www.sevier.k12.ut.us">www.sevier.k12.ut.us</a></td>
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<td>South Sanpete</td>
<td>Ralph Square, Asst. Supt.</td>
<td>39 S Main, Mantle 84642</td>
<td>(435) 835-2261</td>
<td><a href="http://www.ssanpete.k12.ut.us">www.ssanpete.k12.ut.us</a></td>
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<tr>
<td>South Summit</td>
<td>Cameron Whiting</td>
<td>375 E 300 S, Kamas 84036</td>
<td>(435) 783-4301</td>
<td><a href="http://www.ssummit.k12.ut.us">www.ssummit.k12.ut.us</a></td>
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<tr>
<td>Tintic</td>
<td>Beckie Jones</td>
<td>P.O. Box 210, Eureka 84628</td>
<td>(435) 433-6363</td>
<td><a href="http://www.tintic.k12.ut.us">www.tintic.k12.ut.us</a></td>
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<tr>
<td>Tooele</td>
<td>Terry Christensen, HR Director</td>
<td>92 S Lonestone, Tooele 84074</td>
<td>(803) 833-1900</td>
<td><a href="http://www.tooelesd.org">www.tooelesd.org</a></td>
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<td>Wasatch</td>
<td>Vici Gappmayer</td>
<td>101 E 200 N, Heber City 84032</td>
<td>(435) 654-0280</td>
<td><a href="http://www.wasatch.edu">www.wasatch.edu</a></td>
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<tr>
<td>Washington</td>
<td>Lyle Cox, HR Director</td>
<td>121 W Tabernacle, St. George 84770</td>
<td>(435) 673-3553</td>
<td><a href="http://www.wash.k12.ut.us">www.wash.k12.ut.us</a></td>
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<td>Wayne</td>
<td>Coral Chappell</td>
<td>P.O. Box 127, Bicknell 84715</td>
<td>(435) 425-3813</td>
<td><a href="http://www.wayne.k12.ut.us">www.wayne.k12.ut.us</a></td>
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<tr>
<td>Weber</td>
<td>Kevin Sederholm</td>
<td>5320 Adams Ave Parkway, Ogden 84405</td>
<td>(801) 476-7800</td>
<td><a href="http://www.weber.k12.ut.us">www.weber.k12.ut.us</a></td>
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*Special Education graduates should ask for the director of special education in each district. Updated 06/16*
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For other great websites and teacher education resources, go to http://www.usu.edu/career/htm/students/resources-by-college
The word “credentials” is used often in the field of education to describe a number of different documents used to denote official evaluations and/or proficiencies. Some school districts will ask for your “reference file” or “placement file.” These mean the same thing as your credential file.

School districts use "credentials" to describe documents that provide teaching candidates credibility with their school administrators. In the past, most districts, at some point in the application process, would require an "official" (i.e., copied and mailed from Career Services) credential file from all candidates. This practice is no longer followed.

Career Services continues to recommend self-managed credential files because in most cases a photocopy of the requested documents, provided by you, will be sufficient for the districts. Many districts will require all or most your documentation to be submitted electronically, thus bypassing the need to have the Career Center send your file. In order to submit your application materials in a timely manner, ensure you are prepared with the following items:

- **Cover Letter**
  Larger school districts are interested in having a cover letter; with smaller districts it is optional.

- **Resume**
  Develop a targeted, attractive, and error-free resume that will advertise your qualifications and background.

- **Academic Transcript**
  Have an unofficial copy of your transcript in your file. When your degree is posted on your transcript, replace the transcript you are currently using with the one that shows your degree.

- **PRAXIS Scores**
  Include a copy of your PRAXIS scores once you have passed the appropriate PRAXIS exam(s).

- **Student Teaching Evaluations**
  Refer to your Student Teacher Coordinator for details on how you will receive your final evaluations. If you apply for a position before your evaluations are available, simply notify the district to which you are applying that you have yet to receive your final evaluations and will send them once they are available.

- **Letters of Recommendation**
  Obtain three letters of recommendation from individuals that know your potential as a teacher (professors, teachers, principals) and/or what kind of worker you are (supervisors). Avoid personal or character references.

**Maintaining and Keeping Your File Current:**
- Update your contact information as necessary.
- Scan all necessary items (i.e. Student Teacher Evaluations or Letters of Recommendation) and have ready to submit with online applications.
- Obtain a new copy of your transcript whenever you complete additional classes.
- Revise your resume frequently to reflect new achievements, especially throughout your semester of student teaching.
- Replace older, less valuable letters with newer letters from school administrators.

**Sending/Delivering Your File to a School/District:**
- Take note of posted deadlines and be prepared to send your materials in time to meet them. Many districts now prefer these items be submitted online.
- Make certain every document has your name and includes all required signatures.

**When sending a hard copy of your file:**
- Send only copies and keep your originals for future use.
- Mail/deliver your file in a large envelope; do not fold your file materials.
- Paperclip your materials together within the envelope and ensure that you use the cover page prepared for you on the website listed above.
- Ensure that your envelope has the complete application mailing address.
### Elements of a Successful Cover Letter

**Format**
- Uses business format
- Clear, concise writing
- Correct grammar and spelling

**Section 1**
- Identify the position you are applying for
- If possible, name any referral/contact
- Create interest or solve a problem/need
- Link your education and work experience to the job

**Section 2**
- Identify your strongest qualifications as they relate to the job
- Elaborate on applicable work, education or service accomplishments
- Use results-oriented success statements (use data or numbers)
- Can be paragraph or bullet point format

**Section 3**
- Thank the employer
- Request an interview
- Discuss how and when you will follow-up

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1257 Michigan Avenue  
Logan, UT 84321  
435-483-5837  
rich.anderson@aggiemail.usu.edu  
March 14, 20xx

Mr. John Smith  
National Schools  
257 Park Avenue South  
New York, NY 12345

**SPECIAL EDUCATION TEACHING POSITION**

Enclosed please find my application materials for a teaching position at National Schools. In May I will complete my B.A. in English from Utah State and will hold New York State Certification in Special and Elementary Education. I had the opportunity to complete student teaching in your district. I truly appreciate the professionalism and caring attitude of the teachers and staff.

During my student teaching, I worked with students at the elementary, middle, and high school levels. This included providing individual, small group, and whole class instruction to students with learning disabilities, emotional disturbances, and multiple disabilities. I value individuality, and strive to meet the needs of each student. To accomplish this, I use a variety of hands-on activities and different teaching strategies to accommodate diverse learning styles. I also recognize the importance of trust, and successfully established relationships with students that resulted in a safe and comfortable, yet challenging, learning environment.

In addition, for the last four years I have worked with youth, ages 6-16, in a local summer recreation program. I gained valuable group management skills and developed positive relationships with the youth in this program.

I will contact you next week to schedule an interview to discuss my qualifications as they relate to this position. Thank you for your consideration, and I look forward to talking with you.

Sincerely,

(Written Signature—omit if e-mailing)

Richard Anderson

Enclosure
**Cover Letter (Sample A)**

196 North 1220 South  
Logan, UT 84321  
(435) 787-XXXX  
myemail@usu.edu

March 6, 20xx  

Dr. John Jones  
Superintendent  
Ashwood Middle School  
Alton, CO  80230

Dear Dr. Jones:

On June 15, 20xx, I will be relocating to the Denver area. I am currently completing a degree for a Bachelor of Science in Secondary Education from Utah State University with an endorsement in English and will graduate next month. Although I am not aware of any opening in your school district for the upcoming year, I would like to be considered for any potential opening in English that may occur.

Currently, I am completing my student teaching experience at Logan Middle School in Logan, Utah. My assignment has included teaching ninth-grade grammar and composition as well as eighth-grade literature. In addition, I am coaching eighth-grade girls' track. My application for Utah Teacher Certification is pending, and I have begun the application process for Colorado Teacher Certification.

I am prepared for the opportunity to work with the teaching faculty and students located in the Denver area. I will be in Denver on April 15-18 and would like to discuss how my education and experience can benefit your district. I will contact you on March 12 to schedule an appointment. I look forward to speaking with you soon.

Sincerely,

Mary M. Markham

Enclosure

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**Cover Letter (Sample B)**

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<th>GALE HANSEN</th>
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<td>(435) 787-xxxx</td>
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(Eliminate your physical address, if desired)

April 20, 20xx

Joy McNeil  
Human Resources Director  
Jordan School District  
9361 South 300 East  
Sandy, UT  84070

Dear Ms. McNeil:

I am very interested in working as a secondary English teacher in the Jordan School District. I understand that your district is growing rapidly and that you have some great literacy programs in place. I would like to contribute my skills and experience to your programs.

I will receive an English-teaching bachelor's degree from Utah State University in May and will be licensed to teach at the secondary level. In addition to coursework in literacy, writing, and classroom management, I have substitute taught, tutored, and worked in other literacy programs. I have a strong desire to help students in the Jordan School District to succeed.

I am very interested in discussing my qualifications for an English teaching position with you in more detail. I would appreciate an interview and will contact you next week to schedule an appointment.

Regards,

Gale Hansen

Enclosure
Sample Resume/Cover Letter Follow-up

4399 Grant Avenue
Logan, UT 84321
(435) 777-7777
myemail@yahoo.com
January 27, 20xx

Mr. Bryan Robinson
Baylee Financial
5687 Commander Circle
Denver, CO 80283

Dear Mr. Robinson

On April 6, 20xx, I applied for the financial analyst position that was posted on Aggie Handshake at Utah State University. I wanted to confirm that you received my resume and to reiterate my interest in this position. As a reminder, I will graduate this May with my BS degree in finance from the Huntsman School of Business at Utah State University. To this position I can contribute the following:

• Internship experience with Bosch in Germany as a financial analyst supporting merger and acquisition projects;
• Excellent understanding of ratio analysis, quantitative modeling, and market share analysis;
• Leadership experience as president of the Finance Club; increased membership by 22%; and
• Initiated the development of a streamlined database to manage high net-worth clients.

I have attached an additional copy of my resume for your review and am excited to discuss my ability to contribute to the dynamic work environment at Baylee Financial. Please contact me at the telephone or email listed above to schedule an interview.

Sincerely

James Gordon
Attachment

Sample Interview Follow-Up (EMAIL VERSION)

Omit return address and date when emailing

Omit inside address when emailing

Dear Dr. Bryan:

Thank you for interviewing me yesterday for the associate engineer position. I enjoyed meeting you and learning more about your research and design work. My enthusiasm for the position and my interest in working for Atlantic Engineering Systems designing hydraulic systems were strengthened as a result of the interview.

My education and internship experiences fit nicely with the job requirements, and I can be immediately effective given my CAD and hands-on mechanical skills. I neglected to mention in the interview my membership in the Society for Women Engineers at Utah State University. As a member of this student organization, I have gained valuable leadership skills and participated in a variety of community service activities.

I want to reiterate my strong interest in the position and in working with your staff. You provide the kind of opportunity I seek, and I would be happy to meet with you again. Please feel free to call me at (435) 480-1245 or e-mail me at jane.hancock@aggiemail.usu.edu if I can provide any additional information. Again, thank you for the interview and your consideration.

Sincerely,

Jane Hancock

Remember to Follow-up

Whether you are following up after an interview or developing a relationship with a potential employer, keep the lines of communication open. If you say you are going to follow-up within a specified time frame, be sure to do so.

Thank You Letter — sent as a follow-up to any networking opportunity or interview.

Follow-up Letter — an opportunity to inquire about your previous communications or encounters with a potential employer.
Resumes
Chronological and Skills Resume Outlines

To ensure you are using the right resume format that best matches your skills, ask yourself:

“I am my work experience related to the job
I am applying for?”

If “yes,” consider using a chronological resume. If “no,” consider using a skills resume. *To be effective you may need both types.

Chronological Resume Format

Header (include name, address, city, state, zip, telephone number(s), and email address)

Headline (position you are seeking)

Education (degree currently seeking, previous degrees, graduation date; major(s), minor(s), & emphasis; GPA (optional); academic institution (city & state or city & country); academic honors/scholarships (unless included elsewhere); and certifications/licenses)

Projects/Research/Academics (describe relevant projects/research using the language of your field, tools or technologies used, and results obtained)

Work Experience (start with most recent and work backwards)
JobTitle, Organization Name, Location, Dates*
• responsibilities with a focus on quantifying achievements and results

JobTitle, Organization Name, Location, Dates*

Computer Technical Skills
• include computer, field, lab, and other technical skills

Leadership/Service/Activities
JobTitle, Organization Name, Location, Dates*
• contributions made through offices held, projects completed, services delivered, awards, etc.

*List dates as mm/yy-mm/yy, month year-month year, or month year-present

Skills Resume Format

Header (include name, address, city, state, zip, telephone number(s), and email address)

Headline (position you are seeking)

Education (degree currently seeking, previous degrees, graduation date; major(s), minor(s), & emphasis; GPA (optional); academic institution (city & state or city & country); academic honors/scholarships (unless included elsewhere); and certifications/licenses)

Relevant Skills & Experience
Skill Subheading 1
• outline your skills as they relate to the job you are seeking. Under each subheading, write statements that reflect that skill

Skill Subheading 2
• draw from: academics, projects, employment, internships, undergraduate research, volunteer service, leadership, extra-curricular activities, etc.

Skill Subheading 3
• when possible, share results, not simple job responsibilities

Work/Volunteer History
JobTitle, Organization Name, Location, Dates* (include job titles, company name, location (city & state or city & country), and dates of employment by month and year)

Remember your first skills heading should relate directly to the position you are applying for.
Crafting Success Statements

The following verbs will help you best describe your experience in an “action-oriented” fashion. Use these words in conjunction with nouns; the nouns are what will be picked up by the scanner. NOTE: The items in bold could be subheadings on a Skills Resume.

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The items in bold could be subheadings on a Skills Resume.
Crafting Success Statements

Action Verb + Skill/Responsibility + Action/Tool + Benefit/Result = Success Statement
Scope & Scale- Use numbers/data to illustrate your success
No periods- not complete sentences

RELEVANT SKILLS & EXPERIENCE

Planning & Organizational
- Meet deadlines and manage time effectively as a Division I student-athlete in tennis to successfully balance academics and athletics
- Assess needs for staffing and create weekly work schedules for 12 employees ensuring efficiency and complete coverage of office
- Successfully manage multiple demands at work and school while maintaining a 3.5 GPA

Leadership & Teamwork
- Led and collaborated with executive council of Social Work Club to develop programs for 37 members
- Oversaw annual inventory for 100,000 square foot production facility as a night manager
- Worked effectively with other students to achieve a 50% increase in recycling in campus housing

Communication
- Organize and present ideas effectively using technology and writing skills for presentations to large and small groups
- Write and speak French fluently
- Wrote articles and columns for bi-monthly art and entertainment publication to increase awareness of events taking place on campus

Computer & Technical
- Used iMovie to create a 90-second social marketing campaign on childhood vaccines
- Procured, installed, and maintained hardware and software for 60 users

Engineering
- Applied knowledge of thermodynamics and reactor design to complete simulation from preliminary coding
- Developed 2D rocket trajectory simulator using MATLAB

Customer Service & Sales
- Contacted vendors to rent booths and sent promotional materials to potential buyers, increasing festival sponsors by 80%
- Sold home security systems door-to-door earning over $25,000 in 3 months

Science
- Developed laboratory microcomputer systems for instrument automation and custom test equipment
- Conducted more than 500 manual and computerized assays of steroids and fibrinogen in a hospital lab

Interpersonal:

- 

- 

Technical:

- 

-
Chronological Resume (Sample A)

ERIN T. SMITH

galeh@hotmail.com

OBJECTIVE
Seeking a Mild/Moderate Special Education Teaching Position

EDUCATION
B.S., Special Education (Mild/Moderate), May 20xx
Utah State University, Logan, UT
Maintained a 3.0 GPA while working 20 hours a week

STUDENT TEACHING
Student Teacher, Logan High School, Logan, UT, January – May 20xx
• Instructed mild mental disabilities-educable in a special class with integration and moderate mental disabilities-trainable in a special self-contained class
• Assessed and evaluated the individual needs of students with learning, mental and behavior disabilities
• Designed and utilized IEP goals and objectives
• Organized and implemented lessons in the four curricular domains with the main emphasis on concept development, language, communication, motor and self-help skills
• Worked with a special education team consisting of school psychologist, physical therapist, occupational therapist, and speech therapist

RELATED EXPERIENCE
Paraprofessional Aide, Logan High School, Logan, UT, August 20xx – Present
• Taught 4th grade class of 25 students from Somalia, Iraq, Bosnia, Central America, and China in one-on-one and small group sessions following SIOP instructional strategies for ELs
• Created discovery-learning lesson plans for at-risk 2nd grade math students, emphasis on manipulatives
• Successfully integrated art into lesson plans on Civil War, solar system, heredity, and polar regions

Volunteer Teaching Assistant, English Language Center, Logan, UT
• Taught English one evening per week to 10 illiterate adult refugees
• Created visual aids for students to practice real-life language skills

Volunteer, Special Olympics, Utah State University, 20xx – 20xx
• Assisted a variety of adults with disabilities in residential settings
• Maintained overall well-being of individual

VOLUNTEER/LEADERSHIP EXPERIENCE
Volunteer, Cache Special Populations Support Group, Logan, UT, 20xx
Volunteer, Council for Exceptional Children, Logan, UT, 20xx

RELATED SKILLS
Sign Language
Word/WordPerfect
Piano/Guitar
Bilingual Spanish
First Aid Training
Chronological Resume (Sample C)

CHRIS SMITH
1098 North 200 West, Logan, UT 84321  (435) 155-0000
smith@yusu.edu

SOCIAL STUDIES/ENGLISH TEACHER

EDUCATION
BA, Social Studies Composite, English Minor, May 20xx
Utah State University, Logan, UT

TEACHING EXPERIENCE
Student Teacher, Logan Middle School, Logan, UT, Fall 20xx
- Taught two classes of 8th grade English and world history
- Instructed units on American literature, speech, parliamentary
to procedure, Western exploration, and European geography
- Provided grades for one trimester
- Participated in parent-teacher conferences and translated English to
Spanish for Spanish-speaking parents
- Handled difficult behavior problems
- Brought in WWII veteran to speak to classes and answer questions

Camp Leader, Mountain Boys Camp, Lander, WY, Summers 20xx – 20xx
- Taught Indian lore to groups from 5 - 25 boys four times daily for eight
weeks
- Trained, motivated, and provided conflict management; reported all
relevant activities

SUBSTITUTE TEACHER, Los Angeles, CA, June 20xx – 20xx
- Educated small groups daily and large groups bi-weekly
- Served as a volunteer reader in elementary schools on a weekly basis

Soccer Coach, Youth Conference League, Springville, UT, Spring 20xx
- Coached a soccer team of adolescents age 14-16 through an
undefeated season

LEADERSHIP/SERVICE
Member, Spanish Club, USU, Logan, UT, 20xx – Present
- Traveled to Mexico City to perform service at local orphanage

Volunteer, Religious Organization, Pasadena, CA, May 20xx – June 20xx
- Developed strong work ethic by working 12 hours a day to meet specific
goals
- Supervised and provided training for 24 volunteers
- Attained written/verbal fluency in Spanish; refined public speaking skills

Volunteer, Boys & Girls Clubs of America, Logan, UT, 20xx – 20xx
- Planned activities and assisted with homework for 24 elementary students

Translator, Valley Hispanic Center, Logan, UT, May 20xx – March 20xx
- Translated documents into English for native Spanish speakers
- Developed relationships with inter-community agencies

Functional/Skills Resume (Sample D)

SHAE SMITH
shae.smith@usu.edu  (435) 155-1234

HISTORY/ENGLISH TEACHER

EDUCATION
B.S. History, Teaching Emphasis; English Teaching Minor, May 20xx
Utah State University (USU), Logan, UT 4.0 GPA
- Awarded Certificate of Excellence: English Content Knowledge PRAXIS exam

RELATED SKILLS & EXPERIENCE
Teaching
- Integrated multiple, diverse opportunities for students to write in both social
studies and English classrooms
- Developed lesson plans for 10th grade English students that emphasize the
transition from persuasive writing to argumentative writing in the Language
Arts Common Core
- Served as a student aid to the “Latinos in Action” program at Logan High
- Incorporated technology such as blogs and internet research into lesson plans
- Trained 30 new employees in all customer service techniques and food
preparation processes
- Supervised 15 employees which included delegating, monitoring team
efficiency, and solving problems

History/English
- Collected historical research and multiple perspectives in order to write
accurate historical compositions
- Published a researched persuasive essay in a brief campus anthology
- Participated in a simulation of the contest “We the People”
- Worked with peers to analyze and evaluate texts of all genres from diverse
cultural backgrounds
- Attended and participated in a congressman’s government conference

Communication/Interpersonal
- Collaborated with fellow faculty members to develop end-of-class “walk-
away s” to emphasize essential concepts across multiple disciplines
- Interacted effectively and respectfully with peers, coworkers, supervisors, and
subordinates from various cultural backgrounds to overcome issues
- Kept teams of peers and coworkers motivated and focused on common goals
- Handled customer service problems swiftly and politely

Planning/Organizational
- Handled multiple tasks at once in a fast-paced restaurant environment
- Successfully balanced school, work, and religious responsibilities while
maintaining a 4.0 GPA
- Compiled and edited a photo directory for an organization of approximately
120 members
- Collaborated with two peers to create an informational guide for teachers who
have students with Autism

WORK LEADERSHIP HISTORY
Student Teacher, Bonneville High School, Logan, UT, mm/yy – Present
Crew Trainer, McDonald’s, Logan, UT, mm/yy – mm/yy
Shift Manager, McDonald’s, Brigham City, UT, mm/yy – mm/yy
Piano Teacher, Brigham City, UT, mm/yy – mm/yy
Important Tips for a Reference Sheet

- Always ask your references if they are prepared to give you a good recommendation. Provide your references with a resume, job description, and type(s) of job you are applying for so they can speak about your qualifications effectively.
- Provide three to five references.
- Use at least one (more is better) employment-related reference. Good sources include previous supervisors, co-workers, faculty, advisors, or community/service leaders.
- Keep personal references to a minimum.
- Use the same color and quality of paper for the reference sheet as you do for your resume.
- Only submit your references when requested. Otherwise, take your reference sheet with you to the interview.
- Thank your references and anyone else instrumental in your job search when you accept a job offer.

As your career builds, keep your reference list up-to-date.

Sample Reference Sheet

YOUR NAME
(repeat the header from your resume)

REFERENCES

Mr. George Hildall
Manager of Production
ACME Company
1234 Address Avenue
City, UT 87888
801-752-9999
georgeh@acme.com
Former Supervisor

Ms. Gale Strong
Training Supervisor
XYZ Company
9444 Southwest Street
City, UT 87888
435-752-9898
gale@xyz.com
Former Supervisor

Dr. Carla Porter
Finance Professor
Business Administrative Department
Utah State University
Logan, UT 84322-9999
435-797-0008
carla.porter@usu.edu
Current Professor

Mr. Cal Vale
Vice President
Big Firm
987 Avenue Way
City, UT 88888
801-987-9999
calvale@bigfirmusa.com
Community Leader

Are Your Attachments Getting Read?
Save and send your cover letter and resume as one document—this ensures your cover letter and resume are read as one effective marketing tool.
To succeed in interviews, you must sell a very important product – **yourself** – to an organization. Expect the interviewer to discuss your specific qualifications as they relate to the job opening. Be ready with examples of your skills/successes as they match the job. People who interview well are often better employees because they have learned how to sell themselves and their ideas to others.

- **Research** the company you are pursuing.
- Whenever possible, **identify a contact** inside the organization who can provide you with valuable information about your ability to solve the employer’s needs/problems. Frame your answers using this information.
- **Confirm** time, place, name of company, and interviewer(s). Arrive 10 minutes early and DO NOT use any electronic devices while waiting.
- **Dress appropriately** and be sure you have several copies of your resume and references (on resume quality paper).
- Maintain a **positive** attitude, eye contact, and smile.
- Take relevant **samples** of your work (hard and soft copy) that illustrate your skills in key areas.
- **Practice** responding to sample questions. Be sure to link your qualifications to the job by using examples.
- Have a list of questions to ask the interviewer. Gather valuable information regarding the position or organization. This also illustrates your research.

Source: University of Buffalo Career Services, 2016.

**Dress for Success**

**Formal Dress** – for MORE traditional/conservative fields

*For Women*: A suit with a knee-length skirt or pants and blouse. A skirt or pants with a blouse and no jacket or a day dress that is structured and not too dressy is also acceptable. Shoes should be appropriate to the outfit and heels should not be too high.

*For Men*: A suit and tie is best with dress shoes. A long-sleeved dress shirt with a tie and no jacket is also acceptable.

**Business Casual** – for LESS traditional/conservative fields

*For Women*: A skirt (about knee length) or nice pants with a blouse or sweater is appropriate. Avoid shorts, sneakers, t-shirts, and too much jewelry, and remember good grooming.

*For Men*: A shirt with a collar that buttons is best though a nice polo shirt is acceptable with slacks, not jeans. Avoid shorts, t-shirts, sneakers, and remember good grooming.

**Tip**: If you are not sure if you should dress more casual or formal, dress formal to be safe.
No matter the type of job, you can expect to be asked behavior-based questions in most of your job interviews. The theory behind behavioral interviewing assumes that the best predictor of future performance is past performance. Employers use the behavioral interview technique to evaluate a candidate’s experiences and behaviors so they can determine the potential for success. To answer these questions well, you should give detailed descriptions of actual situations and how you handled those situations. Here is a formula to help you be thorough in your answers:

**STAR:**
Situation + Task + Action + Result = Strong Response

Questions are typically not structured as questions, but are intended to elicit a specific example. Questions typically start out: “Tell me about a time…” or “Describe a situation…” or “Give me an example of…” To demonstrate the desired behavior, be ready with **STAR** examples that include past internships or work experiences, related classes or projects, extracurricular activities, leadership, team involvement, athletics, and community service.

**Interviewing**

Interviewers’ Favorite Teacher Related Questions

**Soft skills** are employment traits that help an employer decide if your temperament suits a particular job. They are clues to how well you might adapt and problem solve. Think of examples for different soft skills so you can be prepared for any of their questions. Soft skills can include:

- *Good communication (4.63)
- Teamwork (4.62)
- Problem-solving (4.49)
- Prioritize (4.41)
- Process Information (4.34)
- Analyze data (4.21)
- Influence others (3.55)

- Strong work ethic
- Positive attitude
- Time management
- Self-confident
- Flexible and adaptable
- Ambitious
- Efficient
- Enthusiastic
- Creative
- Persistent
- Friendly
- Optimistic
- Helpful
- Trustworthy
- Open-minded
- Tolerant
- Methodical
- Patient
- Discreet
- Punctual
- Practical
- Energetic
- Reliable
- Resourceful
- Results-oriented
- Sincere
- Humorous
- Thrifty
- Decisive
- Hard-working
- Good attendance
- Works well under pressure
- Motivated
- Honest
- Eager
- Tenacious
- Modest

*These top 7 skills are identified on a scale of 5 as being the most important skills for a candidate to have. Source: Job Outlook 2016. National Association of Colleges & Employers

**Brainstorm a few ideas:**

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<td>S: Class project in group of 5 to research social media effects on job search. T: in charge of compiling team research into cohesive 10 page paper. A: Set deadlines for team to send me research summarizing findings. R: Met assignment deadline and received A. After engaging presentation.</td>
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GETTING TO KNOW YOU
➢ Why did you choose teaching as a career?
➢ Who most influenced your decision to become a teacher?
➢ Describe a personal experience which had an impact on your teaching.
➢ What passions do you bring to teaching?
➢ What books are you reading now for both professional growth and pleasure?
➢ What are your interests outside of teaching?

INTERPERSONAL SKILLS
➢ Give an example when you faced conflict while teaching, either with students, parents, faculty, or administration. How do you work through/resolve this conflict?
➢ Describe a positive impact you had on a student.
➢ How important is it for you to be well liked by your students?
➢ What are the best ways to establish rapport with students?
➢ How would you develop a good working relationship with your colleagues?
➢ Describe your ideal team. What qualities would you bring to the team?
➢ What five adjectives would students use to describe you?
➢ How would you like to be remembered by your students?
➢ How do you facilitate collaboration between home and school?
➢ When confronted by a parent on an issue, how do you best respond?

CLASSROOM MANAGEMENT/ORGANIZATION
➢ What classroom management style have you found most effective?
➢ What would be your classroom rules?
➢ How would you develop student independence and self-discipline in your classroom?
➢ How would you handle a student who continually disturbed your class?
➢ Describe the toughest discipline situation you encountered and how you handled it.
➢ If you are having classroom management difficulties, when and who would you ask for help?

ASSESSMENT
➢ How do you assess whether your curriculum is appropriately matched to your students’ needs?
➢ How do you assess whether your students are learning?
➢ How does standardized testing affect your teaching?

SELF-ANALYSIS/OTHER
➢ Discuss a challenge you encountered during student teaching. What did you learn from it?
➢ How do you evaluate your effectiveness as a teacher?
➢ During your student teaching experience, what did you find most challenging?
➢ Where do you see yourself in five years?

INSTRUCTION
➢ What are the most important aspects of a teacher’s job description?
➢ What skills does an outstanding teacher need?
➢ Describe your ideal classroom.
➢ What teaching methods do you find most effective?
➢ What are the components of an effective lesson plan?
➢ Describe a lesson which was particularly successful by walking me through each stage from planning through delivery.
➢ How do you plan a unit of study from start to finish?
➢ How do you know when students are engaged?
➢ How do you deal with unmotivated students?
➢ How would you differentiate your instruction to accommodate the varied needs of students (English language learners, racial diversity, gifted, special education, at risk, and slow learners)?
➢ Should a teacher have the same expectations for every student?
➢ How did you use technology during your student teaching?

“Candidates need much more practice in answering behavior-based interview questions. They should produce real, specific, past examples. Never say, ‘I just LOVE kids!’”

-Lyle Cox, HR Director for Washington County School District
“How would you establish and maintain a respectful and effective classroom climate?”
Perhaps allow students to give input in the rule-making procedures; class meetings; require students to be courteous and reward the behavior; teacher always models the behavior; enforce rules with fairness and consistency.

“Describe some strategies you would use to meet the individual academic needs of all students in a regular classroom.”
Utilize a variety of teaching and learning strategies; pace the activities to keep attention; challenge gifted students with brain teasers or extra credit activities; promote peer help and cooperative learning groups.

“How will you motivate your students to learn?”
Ensure that students can relate knowledge of the subject to their lives without feeling that it is a waste of time; students have a tendency to learn more from a relevant task; there is an enjoyment factor when the subject relates to something in the lives of the students.

“What’s your greatest strength?”
Now is the time to brag; think of an example of something that has gone really well for you during your student teaching; perhaps something your cooperating teacher or student teacher coordinator has identified.

“What’s your greatest weakness?”
The key to a successful answer is to not only discuss a weakness (nothing too negative), but more importantly, how you compensated for this weakness. For example, you could say, “I’ve learned to prioritize to get the job done, so I always answer my e-mails and phone calls right away. I have developed strategies to improve my organizational skills.”

“What do you see yourself doing five years from now?”
Keep this response professional; avoid relaying personal goals and relate long term goals that support your desire to be working in the education industry.

“Give some examples of the ways you might check for student understanding.”
Student answers, both factual and higher order; choral responses by the class; group work to review information; short written exercises which are corrected immediately, etc.

“How will you involve parents in your classroom?”
Ask for volunteers; communicate regularly with parents; make “positive” calls and send notes of the same; send out “disclosures” of class expectations—ask for parent signature; contact parents before school year begins.

“How will you ensure that all core curriculum standards are “covered” during the year?”
Create a scope and sequence that relates to the core standards; check off standards as they are met; compare the core curriculum with any current texts or supplemental materials to ensure that they follow the Core.

“What strategies would you use to maintain students’ attention while you are engaged in teaching?”
Non-verbal signals; proximity control; reinforced desired behaviors; pacing the activity; diversity teaching methods.

“Do you have any questions for me?”
This is a question you can always anticipate. As a result of your research into the organization, you should always have several job or company-specific questions to ask. These questions help to illustrate your interest in the position and organization.

Improve your interviewing skills through a mock interview with your career coach before your next interview!
An interview is meant to be a two-way street. The interviewer’s job is to determine whether you’re the best fit for the position. At the same time, you should be asking questions to determine if the position and school/district is right for you. Consider asking the following questions:

**The School/District:**
- What types of activities promote parent-teacher-student interaction?
- How do teachers participate in curriculum review and change?
- What do you consider to be your school’s most important assets?
- Does this school have a mentor/coaching program?
- Does your school use teacher aids or parent volunteers?
- How do staff members work collaboratively to solve problems and respond to the needs of students?

**The Position:**
- How are teachers assigned to extracurricular activities?
- When do you think of the most effective teacher who has ever worked in this school, what three qualities or traits did this person possess?
- What kind of training and professional development opportunities are available?
- Do you encourage teachers to earn graduate degrees?

**The Expectations & Next Steps:**
- What are the most immediate challenges I would face in this position?
- What are the performance expectations of this position over the first year?
- How will I be evaluated and how often?
- What are the next steps in the interview process and when do you hope to make a decision? (always ask this question)

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No Single “do” will get you the job. Any of the “don’ts” could disqualify you.

**DO...**

- Have attractive hands (moderate nail length)
- Maintain a conservative hair style
- Pay attention to personal hygiene
- Go to the restroom prior to the interview
- Be rested and alert
- Give a firm handshake
- Wait to sit down until asked
- Maintain good posture and smile
- Look the interviewer in the eye
- Speak confidently and clearly
- Get the interviewer’s name right and use it
- Have some money with you
- Scout the company in advance
- Ask relevant questions and take notes (if you wish)
- Research the company, the position, and the field
- Let the interviewer set the pace
- Let the interviewer decide when the interview is over
- Ask when you will hear from him/her
- Follow-up immediately via a thank-you letter or e-mail
- Take extra copies of your resume and references

**DON’T...**

- Be late
- Wear an overcoat, boots, or too much jewelry
- Have anything in your mouth
- Lean on elbows or on interviewer’s desk
- Carry oversized handbag
- Show nervousness (adjust clothes, swivel your chair)
- Go overboard with “Sir” or “Ma’am”
- Call the interviewer by first name (unless invited to)
- Use inappropriate humor
- Give one and two-word answers
- Dominate the conversation or interrupt
- Use profanity or slang (even if the interviewer does)
- Talk while the interviewer is reviewing your resume
- Overstate qualifications
- Criticize present employer or be defensive
- Feel obligated to answer personal questions
- Look at your watch
- Ask, “Will I get the job?”
- Talk about salary unless the interviewer does
- Hide information
Virtual Interviews

Your first interview with a potential employer may occur virtually, especially if you are interviewing with an organization outside of Utah. **Relocating can add diversity to your background and help you “grow your career.”** You may receive a call from an employer as a result of an application you submitted, after meeting at a career fair, or to set up a virtual interview; whatever the circumstance, be prepared.

**Take a Surprise Call in Stride**
If you receive an unexpected call as a result of networking on your part, be calm. Sound positive, friendly, and confident. Take a moment to gather your thoughts and the items listed in the next section. You might say, “**Thank you for calling, Ms. Martinez. Could you wait just a moment while I close the door?**”

**How to Prepare for a Virtual Interview**
Be prepared for the virtual interview just as you would for an in-person interview. Have ready:
- Pen and paper for taking notes
- Your resume
- A list of accomplishments, experiences, and key points that relate to the position
- Research you have done on the company
- Questions to ask the interviewer
- Your calendar to schedule future interviews and follow-up dates

**Pace the Conversation**
Let the representative ask most (but not all) of the questions. Keep up your end of the conversation—this is, after all, a sales presentation. Ask a few questions of your own that will reveal your knowledge and enthusiasm about the company you are interviewing with.

**Beware of “Yes/No” Answers**
“**Yes**” or “**No**” answers are excellent when you want to end a conversation in a hurry AND YOU DON’T WANT TO! Answer questions thoroughly and include appropriate examples of your skills and talents as they relate to the job.

**Be Factual in Your Answers**
Be brief, but thorough. Use examples whenever possible that allows you to talk about previous work experience, relevant projects, and anything else that allows you to display your knowledge of your field and of the company. The first interview is not the time to ask about salary or benefits.

**Take Notes**
These notes will be valuable to you in preparing for the face-to-face meeting and in writing a thank you letter or e-mail, which you should send as soon as possible after the interview.

**Follow-up**
As with any interview, follow-up is critical. Confirm the spelling of the interviewer’s name and be sure you have his/her contact information. This follow-up communication enables you to reiterate your interest in the position and summarize your qualifications as they relate to the position you interviewed for.

**Last but not Least……**
The following tips will help ensure your success in a virtual interview:
- Make sure your voicemail greeting is appropriate and professional.
- Speak directly into the speaker, enunciate, and speak clearly.
- Smile—this comes through in your voice.
- Dress professionally. This can put you in the right “frame of mind” for the interview.
- Make sure your environment is quiet and free from distractions feel free to use an office at Career Services as a quiet spot for an interview.
- Finish the interview by reiterating your interest in and qualifications for the position.
- Avoid filler words (“um,” “ah,” “ok”).
- Practice, if possible, by doing a mock interview at Career Services.
- Avoid chewing gum, eating, or drinking.
- Ask for extra time, if needed, when answering questions.
- Don’t feel the need to fill in silences or gaps in conversation.
Follow-up

Steps to Follow-up
Immediately after any meeting make some notes about what occurred. Follow-up as soon as possible with a thank you (email, telephone, handwritten note, or typed letter). Any written messages should contain no grammar, spelling, or format errors. Keep your communication brief and professional. Make sure to obtain business cards so spelling/titles are accurate. The following are suggestions for effective follow-up by type of encounter:

Immediately after the Interview, ask yourself:
- Who did you meet?
- Why can you do the job?
- What does the job entail?
- What went poorly? Why? Did you neglect to discuss key qualifications/skills?
- What is the next step in the selection process?
- What skills/experience was the interviewer visibly impressed by?

Writing the Follow-up
- Remind the contact how and when you met.
- Emphasize any key skills you can contribute to the workplace.
- Use success statements to SHOW not TELL the employer you are a great match for the position.
- Ask for a meeting and/or a referral to another potential contact.

For assistance in writing effective, customized follow-up messages and other employment documents, see your Career Coach.

Employment Documents
Successful job applicants follow-up their cover letters/resumes and online applications within a week. When asking for a meeting in your cover letter, which is recommended, you should include a follow-up time frame. You MUST contact the employer if you say you will; otherwise, you show a lack of follow-through and enthusiasm for the position.
- Experts advise making three to five attempts to reach the employer.
- Add the employer to your social media list, even if you are not selected for an interview.
- Ask for tips on improving your cover letter/resume and interviewing skills.
- Invite them to your LinkedIn account.

Sample Interview Follow-Up (Email Version)
Omit return address and date when emailing
Omit inside address when emailing

Dear Dr. Bryan:

Thank you for interviewing me yesterday for the associate engineer position. I enjoyed meeting you and learning more about your research and design work. I am very interested in working for Atlantic Engineering Systems designing hydraulic systems.

My education and internship experiences fit nicely with the job requirements, and I can be immediately effective given my computer and design skills. I neglected to mention in the interview my membership in the Society for Women Engineers at Utah State University. As a member of this student organization, I have gained valuable leadership skills and participated in a variety of community service activities.

I want to reiterate my interest in the position and in working with your team. You provide the kind of opportunity I seek, and I would be happy to meet with you again. Again, thank you for the interview and your consideration.

Sincerely,

Jane Hancock
AGGIE Handshake Student Guide

AGGIE Handshake is your exclusive online resource to:

- View jobs & events based on your interests
- Apply for student employment, work-study, internship, and career positions
- Network with employers, alumni
- Schedule interviews with regional/global employers

Access AGGIE Handshake:

- Go to: usu.joinhandshake.com
- Select the Students/Alumni Job Seekers login option
- You will log in with your USU SSO login

The following headings reflect options on the toolbar <these>

1. Completing Your Profile
   a. In the <My Profile> tab you will be able to fill in important information such as your name, grade, work experience, extracurricular activities, courses taken, projects, skills, personal information, and write a short biography for employers to see. You also will be able to see if any employers have viewed your profile.
   b. Make sure to upload a resume and any other important documents in the <Documents> tab.
   c. Also, fill out the <Career Interests> survey, this will affect the jobs you will see later on when you begin your search.
   d. It is important to complete your profile and keep your information up to date, especially your teaching area, minors, etc. If you set your profile to let Career Services share your contact information with employers, your majors, minors, etc. are the most important filters.
      a. For example, if a principle calls looking for math teachers immediately, Career Services will send a list of students who have allowed CS to do so and who filled in their profile as math teaching. So if you do not keep that information up to date, you may miss out on a great opportunity.

2. Searching for Jobs
   a. Go to the <Jobs & Internships> tab, here you can see jobs that have been posted that go along with your career interest. Also, you can narrow the search with the filters on the side. If you have work study the information should already be in so you should be able to see those jobs as well.
   b. If you are looking to work under a certain employer you can go to the <Search Employers> tab and find the employer and any open positions that way.

3. Applying for jobs and On-Campus interviews
   a. Begin by clicking on the job you are interested in applying for. If you match the employer’s preferences you should see a button in the middle of the screen approximately that will say <Apply Now> upon clicking that button you will need to choose the proper documents to upload. If you do not have any uploaded you can do so in the <Documents> tab.
   b. If you have applied for a job and need to schedule an interview that will take place on campus you will need to go in the <On-campus Interviews> tab and find a time and date that works for you. If you must cancel be sure to be responsible and contact the employer to tell them you are doing that.

4. Viewing past Job Applications
   a. To view jobs you have applied for go to the <Applications> tab. Here you can view the jobs you have applied for.

5. To find upcoming events
   a. Go to the <Events> tab. This will show all upcoming events that have been posted on AGGIE Handshake.
   b. If you are looking for a certain event or fair go to the <Search Events> or the <Search Fairs> tab.