

TEACHER JOB SEARCH GUIDE

Your résumé is often the first contact with a prospective employer. It should present the best possible picture of your skills, abilities, and interests. The purpose of a résumé is to convince an employer to select you for an interview. Your ability to communicate in a clear, concise way is one of the most important aspects of your job search. Since most employers spend between 4-6 seconds scanning a résumé, it is important to be succinct and to emphasize your skills and accomplishments.

BE CONCISE

Choose your words carefully and present your most relevant experiences and accomplishments clearly. Employers want and expect a one-page, concise document. Exceptions to this rule include an extensive work history, multiple clinical or field experiences, and related experiences that require more explanation.

BE HONEST

The most crucial element in any job search is trust. Don't sell yourself short but never include anything in your résumé that you cannot back up during an interview.

AVOID TEMPLATES

Start from a blank Word document with one-inch margins and enter your information using bolding, capitalization, and underlining to emphasize titles and headings. Templates are difficult to edit and do not always upload properly into an online application system.

BE WELL ORGANIZED

It is important that you organize your sections and information carefully so that it is easy to read and best demonstrates your strong points at a glance.

BE PROFESSIONAL

Do not use color, photos, or graphics, unless you are seeking an artistic or design position. If you e-mail your résumé, send it as a PDF so the formatting is preserved.

DO NOT USE PRONOUNS

It is standard résumé writing practice that instead of using pronouns like I, my, and me that you drop the pronoun and start all sentences with a descriptive action verb.

DO NOT INCLUDE PERSONAL OR HIGH SCHOOL INFORMATION

High school information is not necessary once you've finished your freshman year in college unless it is directly relevant to the position. Do not include personal information about gender, race, religion, age, etc.

TAILOR AND REVISE

Your résumé should be tailored to the position for which you are applying. Larger companies will do a key word search of your résumé to match their job description.

BE CAREFUL & PROOFREAD

Is it completely free of spelling errors, and are you using correct grammar and punctuation? Is your font size and style consistent throughout the entire document?

Be sure to have your résumé reviewed by Career Center staff during
Sycamore One Stop in Normal Hall: 8 AM – 12 PM • Walk-In Hours at Career Center: 12 PM – 3 PM

Connie Moreau

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EDUCATION

Bachelor of Science, Elementary Education

Indiana State University

GPA: 3.76/4.00

Expected May 2027

Terre Haute, IN

CERTIFICATIONS

- Indiana Elementary Education License, K-5, December 2024
- CPR & AED Certification- American Red Cross, September 2024
- Lifeguard Certification- American Red Cross, June 2024

STUDENT TEACHING EXPERIENCE

Ernie Pyle Elementary School, Clinton, IN

Aug 2026 – Dec 2026

Substitute Teacher

- Taught Math, Science, Social Studies, and English lesson plans the teacher had assigned for the day for grades K-5th
- Supervised 40 students for lunch and recess duty during a 7-hour workday
- Interacted with teachers and students by creating professional positive relationships

Benjamin Franklin Elementary School, Terre Haute, IN

Feb 2026 – April 2026

Early Field Experience – Student Teaching

- Designed lesson plans to meet expectations of students for grades K-5th in regard to level of skills, knowledge of activities, and experience
- Assisted host teacher on field day and supervised ages 5-10 throughout the day
- Maintained control over classes by sharing and enforcing my classroom expectations and rules

Lost Creek Elementary School, Terre Haute, IN

Oct 2025 – Nov 2025

Early Field Experience – Observation

- Observed host physical education teacher with routines, class management, and lesson plans
- Supported host teacher before, during, and after assigned class times with equipment, instructions, and demonstrations
- Praised students for following directions, helping others, and trying their best

Honey Creek Middle School, Terre Haute, IN

Sept 2025 – Oct 2025

Early Field Experience – Student Teaching

- Collaborated with host teacher on instruction techniques for various physical education activities, ranging from 6th to 8th grade levels
- Educated grades 7th and 8th through a soccer unit plan, consisting of a total of 5 lesson plans over a 3-week period
- Implemented important concepts of soccer including soccer rules, dribbling, passing, shooting, and small sided games

ADDITIONAL EXPERIENCE

Assistant Swimming Coach

Summers 2024 – 2025

North Montgomery Summer Swim

Montgomery, IN

- Created workouts and line ups for more than 60 participants
- Taught children, K-12, how to swim (butterfly stroke, backstroke, breaststroke and freestyle)
- Utilized computer programs to run and set up swimming meets
- Collaborated with adults and coaches from various schools to arrange meets

COMMUNITY ENGAGEMENT

Walk Now for Autism participant

April 2024 – Present

Big Brothers, Big Sisters of America

March 2024 – Present

Relay for Life

Jan 2023– Jan 2024

PORTFOLIO DEVELOPMENT

The Educator's Professional Portfolio can be paper-based or in an online format. The portfolio is often used during an interview to illustrate one's talents, experience, and abilities. It also serves as a great reference while responding to questions. Principals and interview teams often want to see a portfolio while the majority of human resources directors prefer not to. There is no standard design for a portfolio; however, portfolios often contain but are not limited to the following information:

- **Credentials**
 - Résumé
 - Teaching License
 - Related Certifications
 - Transcripts
- **Awards/Honors**
- **Philosophies**
 - Educational Philosophy
 - Classroom Management Plan
- **Samples**
 - Sample Individual Education Plans
 - Samples of homework, assessments, exams, projects
 - Sample Unit Plan
 - Sample Lesson Plans which show:
 - Accommodation of Learning
 - Styles and Demonstrations
 - Evaluation and Different types of Motivation
 - Methods
 - Photos of bulletin boards, field trips, etc.
- **Student Teaching Evaluations**
- **Letters of Appreciation from Parents and/or Students**
- **Letters of Recommendation**
- **Professional Development**
 - Professional Memberships
 - Presentations and/or Publications
 - Conferences Attended
- **Evidence of Community Involvement**

Checklist for Organizing & Utilizing Your Portfolio

- At the end of each semester, evaluate your experiences, achievements, special training and workshops, and unique abilities. Choose only the best examples for your portfolio.
- Collect documentation to give evidence of accomplishments and to illustrate experiences.
- Change your portfolio to meet the specific needs of a particular school system.
- Relate accomplishments and abilities to employer needs.
- Use concise statements; make brevity the key when developing your portfolio.
- In an interview, offer to show your portfolio; don't push it.
- Use a three-ring binder.
- Use clear page protectors and tabbed dividers.
- Use duplicates and store originals in a safe place.
- Consider creating a mini portfolio (limit 10 to 15 pages) or handout to leave with the interviewer.

JOB SEARCH RESOURCES

Education Position Listings

- Handshake provides access to alumni and employers for job postings, registration for campus interviews, career fairs, workshops and events.
 - <https://indianastate.edu/about/engagement/career-center/handshake>
- Indiana Department of Education is dedicated to attracting and retaining qualified, highly effective teachers to staff the 2,298 schools around our state. We strive to make Indiana's schools the best in the nation and understand that starts with filling classrooms with the best teachers. This website provides a means for potential applicants to access available teaching positions in our schools.
 - <https://www.in.gov/doe/educators/>
- Education America Network provides a reliable means for teachers and education sector personnel to connect with employers who are seeking high qualified employees.
 - www.educationamerica.net

Helpful Websites

- Teach.org – provides videos and testimonies related to the teaching profession, licensing and certification information, supply and demand information, job posting, etc.
- Teachaway.com – provides information regarding teaching abroad as well as more information about teaching regulations overseas.
- Teach.com – provides information about salary ranges, testimonies, grad school preparation, etc.
- TeachforAmerica.org – provides information and opportunities for teaching in low income areas

The American Association for Employment in Education (AAEE) Job Search Handbook for Educators

- This AAEE ANNUAL includes the topics; how to locate your first teaching position; teacher supply and demand; interviewing; job search timetable; etc. (Includes Directory of State Teacher Certification Offices and advertisements)

RESEARCHING A SCHOOL DISTRICT

Before an interview, research the school, district, community, and position for which you are applying. This information will allow you to present your qualifications in the most effective way and will provide a basis for asking good and insightful questions.

Where should you look for information about school districts?

- Websites of school districts or specific schools
- Alumni who are presently teaching in districts

Questions to Research

District

- Type and size of district (elementary, high school, or unit)
- History of the district
- Characteristics of the student population and community
- Central office administrators and their roles

Curriculum

- Courses in the curriculum in your discipline and their content, sequence, pre-requisites and status as electives or required courses
- Typical schedule of courses in the curriculum
- Adoption date and district adoption procedures for textbooks and supplemental materials
- Availability of A-V materials and technology for classroom use
- New and/or innovative curriculum developments

Students

- Type and size of student body
- Typical class size
- Characteristics of students (for example, number or percentage who are enrolled in vocational and college preparatory curricula and number and percentage that enroll in college upon graduation or socioeconomic status or other diversity information)

Instructional Assignment

- Number and type of teaching positions (self-contained classes or team-taught classes)
- Instructional assignments
- Methods and frequency of teacher evaluation
- Duties in the supervision/sponsorship of student activities

Faculty

- Number of administrators and/or faculty members in district, school and departments
- Number of new teachers hired each year

Student Services

- Student clubs, organizations and sports
- Counseling and guidance personnel and services

Selection Procedures

- Number and type of interviews that job candidates can expect
- People involved in preliminary screening, interviewing and the final selection of candidates

Community

- Involvement of parents and other community members in the school program
- Recreational and other facilities in the community
- Cost of living and housing in the community

When a job offer is made you should ask about the following:

- District salary schedule and fringe benefits
- Pay for extracurricular responsibilities
- District requirements for continuing professional education
- Reimbursement policies for graduate study
- Payroll schedule
- Be certain to read your employment contract carefully before signing.

BEHAVIORAL BASED INTERVIEWING

Behavioral based interviewing is a common style of interviewing that most companies use in their hiring process. The basic premise behind behavioral interviewing is that past situations predict future performance. These types of questions are more probing and boil down to three main areas:

Can you do the job? Will you love the job? Can we work with you?

S-T-A-R Strategy for Answering Questions

SITUATION

- Describe a specific situation you were directly involved in and recount it as it occurred. What and who was involved? Tell the interviewer about a particular situation that relates to the question. Use examples from past internships, work experience, classes, team involvement and community service.

TASK

- What needed to be accomplished in that situation? What was the goal, expectation, or responsibility you were facing? Clarify what you were required to do before you took action.

ACTION

- What did you do to address the task or solve the situation? Always emphasize your strengths and your specific actions. Have success stories prepared ahead of time that represent your skills, qualities and characteristics.

RESULT

- What happened as a result of your behavior? What did you learn from the situation?"

INTERVIEW QUESTIONS FOR TEACHER CANDIDATES

To market yourself during an interview, you need to know your skills and abilities, tie them to the needs of the school district, and be able to communicate your qualifications to the interviewer(s). Past performance is the best indicator of future performance; employers may seek demonstrated examples of your performance from your past experiences. These examples may come from work experience, internships, campus involvement, volunteer work, educational projects, and class work.

Getting to Know You

- Why did you choose this profession as a career?
- What makes you the best candidate for this position?
- Describe a personal experience which had an impact on your teaching.
- If I asked the people who know you for one reason why I shouldn't hire you, what would they say?
- What are your long term career goals and how do you plan to achieve them?
- What new ideas would you bring to our school?

- Give an example of a time you went above and beyond to accomplish a task.
- What do you think the teacher's role should be outside of the classroom?
- What is your educational philosophy?
- Do you believe you should build rapport with students? If yes, how?
- How important is collaboration and building camaraderie with other staff members? And how would you go about this?
- What is the role of homework?
- What would you do if a student has been absent from your class for several days?
- What is the role of the student within your classroom?

Instruction

- What instructional strategies have you found most effective?
- What are the components of an effective lesson plan?
- Describe a lesson which was particularly successful from planning through delivery.
- Describe how you have differentiated a lesson to accommodate varying student needs.
- What would you do to actively engage your students?

Instruction Cont'd

- What do you do when you see some students are not learning?
- How would you motivate the reluctant learner?
- What would you do with students who fail continually to complete homework?
- How do you give your students recognition? Do you think a student can have too much recognition?
- How do you encourage students to learn? Can a student be forced to learn?
- What if your students don't "get it"? In other words, if a lesson is not working for all your students, do you have a plan for remediation? How do you carry out that plan?
- What strategies would you use to help prepare students for high-stakes test?
- How would you use standardized test data to improve classroom instruction?
- In what ways would you involve parents in the learning process or in your classroom activities?
- How do you individualize learning in your classes?

Interpersonal Skill

- How would you facilitate collaboration between home and school?
- If confronted by an angry parent on an issue, how would you best respond?
- How would your students know that you genuinely care about them?
- How would you respond to a student who asked for your advice on a difficult personal situation?
- How will you react when you enter the faculty lounge and hear another teacher ridiculing a student; especially one with whom you have had success?
- If a student said he/she thought you were the worst teacher she ever had, how would you react and what would you say?
- If a student came to you and said, "None of the other students like me," what would you tell that student?
- How would you handle making a difficult phone call to a parent?

Assessment

- How do you measure student success?
- What would you do to improve student achievement?
- How do you know whether your curriculum is appropriately matched to your students' needs?
- What is your system for evaluating student work?

Classroom Management

- How would you set up a student management system?
- How do you handle children who are difficult to manage?
- Describe the toughest discipline situation you encountered and how you handled it.
- If you were having classroom management difficulties when and who would you ask for help?
- Discuss your philosophy of discipline.

- What do you expect from the administration when you sent a student to the office?
- It is the first day of class, you are writing something on the board and a paper wad hits you in the back, what would you do? Later the same day, if all the students drop their pencils, what do you do?
- How do you handle the different ability levels of students in classes?

Self-Analysis

- Describe a time that you were in a difficult situation and explain how you resolved it.
- If you were doing something for students that you knew was right and your principal told you to stop, what would you do?
- Describe in detail your best and worst days in a classroom.
- Describe a challenge you encountered during student teaching. What did you learn from it?
- What was your most rewarding experience (greatest disappointment) while student teaching?
- If I was your principal and we were setting goals for you for next year, what would they be?
- Describe for me a lesson you taught that went very well. Why did the lesson work so well?
- Describe a lesson plan that you have developed. What were the objectives, format of the lesson, and how did you evaluate whether or not the objectives were achieved?

Questions Asked by the Candidate

Remember that interviews are two-way conversations with a purpose. Thus, you need to ask well formulated, intelligent questions that demonstrate your knowledge, maturity, and interest in the organization. Equally important, you need to ask questions that will help you assess your fit within an organization. It is important to do your homework and avoid asking questions that are readily answered in organization literature or websites. Avoid questions related to benefits/salary until after the position has been offered. Here are some examples:

- What are you most proud of about your school?
- What would faculty, students and parents say are the strengths of your school?
- What were you school's goals for last year and were they accomplished?
- How do teachers integrate technology into the classroom?
- What priorities would you have for me as a new faculty member?
- Do you offer a mentoring program?
- How does the school district support professional development?
- What issues or concerns are facing your school?
- Why do you enjoy working for this school?
- What professional development opportunities are available?
- What is the relationship of this school with the community?
- What resources would I have to do this job?
- What do you wish you had known about this school before you began working?
- From your perspective, what is the greatest challenge that the school faces during the next year?

NEED MORE ASSISTANCE?

Cover Letter Writing, Interview Preparation, and Graduate School Guides are all available on the Career Center website at <https://indianastate.edu/about/engagement/career-center>. If you'd like to schedule an appointment to talk through any of your career development or job search process, please make an appointment through Handshake or call 812.237.5000.