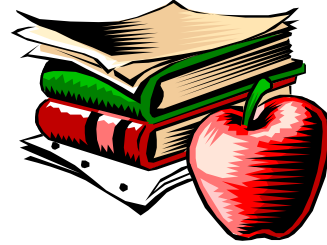


Elementary
Secondary
Post Secondary



Teacher Candidates' Guide

Elementary
Secondary
Post Secondary

Elementary
Secondary
Post Secondary

Career Development Center
California State University, Bakersfield

Career Development Center

To Students and Alumni:

This material has been assembled to assist you in seeking career employment in education. Included are sample resume forms, interview guidelines, search strategies, and other general information. We hope this booklet will be of benefit to you!

For additional information, please see us in the Career Development Center, Cafeteria/Office 102 (CAF 102), or call 654-3033 between 8:00 a.m. and 5:00 p.m.

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INTRODUCTION

This guide will outline the various job search strategies for those individuals seeking careers in education. Using this guide will provide information to help you present yourself to employers in a professional, well-prepared manner.

ORGANIZING THE JOB SEARCH

First of all you'll need to organize your thoughts so that you will be prepared to meet all the challenges you will have to face.

Set some definite goals and make a priority list of your needs in terms of finding employment. A credentialed applicant should think in terms of what type of work situation he/she is looking for:

- What grade level or subject area do I want to teach
- Where do I want to live geographically or is that important to me at all
- Am I more comfortable/productive in a certain type of setting (Socioeconomic and ethnic areas)
- What types of resources do I want my employer to have (Large media centers, extensive athletic equipment, etc.)
- What type of programs am I more interested in (Self-contained, open, experimental schools)

Once you have come to some general decisions in these areas, then you can seriously begin looking for employers that can provide what you want; however, before you begin contacting employers **BE SURE THE FOLLOWING ITEMS ARE PREPARED.**

SELF-MANAGED PLACEMENT FILE

A Self-Managed Placement File is a file that is used for obtaining employment. It is developed, maintained, duplicated and submitted to employers by the student. Self-managed placement files are currently used throughout the Cal State University system and are an accepted practice by most school districts.

When developing your file, the following materials are recommended to be included and updated on a regular basis:

1. Current resume
2. Letters of recommendation. Suggested sources of letters of recommendation:
 - Student Teaching Supervisors
 - Master Teachers
 - Principals/Supervisors
 - College Instructors/Advisors
 - Previous Employers
3. Other documentation:
 - CBEST and other test results
 - Unofficial transcripts
 - Copy of credential (if available)
 - Security clearance

A self-managed file is a tool to demonstrate your professionalism and preparedness for your career. Some guidelines to keep in mind are:

- It must be neat and well-organized
- Always reproduce file on a high quality copier with high quality paper
- Keep the originals on disk or CD and in hard copy
- Contents should always be kept current and professional appearing
- Request letters of recommendation be typed on letterhead, or plain paper. All letters must be dated and signed.
- Never alter a letter of recommendation
- Keep an accurate record of to whom and when you have sent you file

If you have questions or would like your file reviewed by a staff member, please contact our office at 661/654-3033 or come by our office located in CAF 102.

RESUME DEVELOPMENT

The CSUB Resume Development Method emphasizes work and related experiences to demonstrate your skills and potential to a prospective employer.

Basic Resume Structure

- One page in length with 7 years or less experience ~ (optional) ~
You have 5 - 15 seconds to grab attention!
- Basic information ~ name and contact information should be prominent.
- Objective Statement ~ (optional).
- List your Education.
- **Work and Related Experiences** ~*one of the most important aspects of the resume is how you document work and related experiences. You should emphasize skills and experiences that relate to the direction you are going.*
- List Relevant Professional Affiliations / Memberships.
- Include a statement about references ~ References Included in Application File.

What Should the Resume Do for You?

Prove your Skills, Characteristics and Potential!

Top 10 Personal Skills/Characteristics Employers Seek in Job Candidates:

(Does your resume currently demonstrate these skills/characteristics?)

1. Communication Skills
2. Work Experience
3. Motivation/Initiative
4. Teamwork Skills,
5. Leadership Abilities
6. GPA/Academic Credentials
7. Technical Skills *(Teaching skills acquired through education and experience)*
8. Interpersonal Skills
9. Analytical Skills
10. Ethics

The Career Development Center at CSUB uses a specific resume development methodology that focuses on your EXPERIENCES –
We call this method – **WHO !**

The WHO METHOD

W = WHAT did you do

H = HOW did you do it

O = OUTCOME associated with what you did

SAMPLE RESUME BEFORE WHO

John Doe

1234 LMNO Street

(h)212-659-5555

(c)212-555-5555

City, State

jdoe@xyzu.edu

EDUCATION

Fictional University

B.S., Computer Science

City, State
dates

WORK EXPERIENCE

XYZ Corporation

Software Engineer, Cooperative Education Intern

- Hardware/Software integration test procedure author
- Software testing and debugging

City, State
dates

ABC Corporation

Test Equipment Engineer, Cooperative Education Intern

- Test equipment selection
- Test equipment software design and maintenance

City, State
dates

PROFESSIONAL MEMBERSHIPS

Member – Association of Computing Machinery, ACM

Member – University Student Council, Fictional University

dates
dates

References: *Furnished Upon Request*

WHAT'S WRONG WITH THIS RESUME? THINK OF WHO!

The WHO METHOD**W = WHAT** did you do**H = HOW** did you do it**O = OUTCOME** associated with what you did

WHO
STEP BY STEP
ANALYZING WORK AND RELATED EXPERIENCES

- 1) *Identify* WHAT you did while experiencing work, volunteer activity, or relevant school related experiences.
- 2) *Reflect* on WHAT you did while working on tasks associated with your experiences.
- 3) *Write* a short paragraph about WHAT you did AND HOW you did the work. (HOW can include various skills - communication skills, analytical skills, networking skills, utilization of resources, etc.), then consider the OUTCOME of each experience.
- 4) Refine the paragraph into a concise statement highlighting WHAT, HOW and the OUTCOME associated with your work, volunteer and school related experiences. (You may wish to work with the CDC to refine your final statements.)

EXAMPLE OF STEP 1, 2 & 3 FROM THE JOHN DOE RESUME

From the XYZ Corporation Experience ~**“Hardware/Software integration test procedure author”**

Developed software to generate artificial flight data files in MS Visual Studio to ensure traceable, repeatable and verifiable testing of embedded system flight software.

“Software testing and debugging”

Tested and debugged Windows 3.1 and Windows 2000 application software using MS Visual Studio. I found and fixed several significant errors.

From the ABC Corporation Experience ~**“Test Equipment Selection”**

Developed automated test software architecture and demonstration software using National Instruments LabVIEW and test engineering documentation to demonstrate the feasibility of the software design. (I wrote proof of concept/demonstration/showpiece software that used real data.)

“Test equipment software design and maintenance”

Wrote slides and developed training exercise in LabVIEW to assist with teaching a 40 hour class to other engineers in my test equipment group. This helped to educate the engineers on modern test equipment technology. (I wrote slides for the lecture, wrote lab exercises, and then functioned as a TA, helping specific students with problems. I had only been using LabVIEW for 3 months.)

The WHO METHOD, Step 4 – Refining the Statements

SAMPLE RESUME AFTER WHO

John Doe
 1234 LMNO Street
 City, State
 (h)212- 659-5555
 (c)212-555-5555
jdoe@xyzu.edu

EDUCATION

Fictional University

B.S., Computer Science

City, State
 dates

XYZ Corporation

Software Engineer, Cooperative Education Intern

City, State
 dates

- Developed software to generate artificial flight data files in MS Visual Studio to ensure traceable, repeatable and verifiable testing of embedded system flight software.
- Reduced potential operational errors through testing and debugging Windows 3.1 and Windows 2000 application software using MS Visual Studio.

ABC Corporation

Test Equipment Engineer, Cooperative Education Intern

City, State
 dates

- Created automated test software architecture using National Instruments LabVIEW and engineering documentation to demonstrate software design feasibility.
- Demonstrated strong ability to learn new technologies by mastering LabVIEW within a 3-month period and authoring an internal training program for entire test equipment team.

PROFESSIONAL MEMBERSHIPS

Member – Association of Computing Machinery, ACM

dates

Member – University Student Council, Fictional University

dates

References: Included in the Placement File

DO YOU SEE THE WHO?

Can you see what this student did, how the student did the work and any associated outcomes related to the experiences? If you need help developing your resume, contact the CSUB Career Development Center.

ACTION WORDS FOR YOUR RESUME

Action words and dynamic phrases create powerful impressions. Emphasize your activities, your skills, and your accomplishments, with strong active language. The following list of action words should help you get started.

Accomplish	Edit	Lead	Schedule
Achieve	Educate		Screen
Acquired	Eliminate	Maintain	Select
Act	Enable	Manage	Serve
Adapt	Encounter	Moderate	Shape
Address	Encourage	Motivate	Skilled
Advance	Enlist		Solve
Assemble	Establish	Nominated	Stimulate
Assist	Evaluate		Streamline
	Examine	Observe	Strengthen
Balance	Execute	Obtain	Study
Build	Expand	Organize	Summarize
	Explain	Overhaul	Supervise
Chair		Oversee	Survey
Coach	Facilitate		Systematize
Collaborate	Familiarize	Participate	
Communicate	Find	Perform	Teach
Compile	Focus	Plan	Test
Complete	Formulate	Prepare	Train
Compose		Present	Translate
Conduct	Generate	Preside	Travel
Consolidate	Group	Process	Trim
Contribute	Guide	Produce	
Coordinate		Program	Upgrade
Create	Identify	Project	
Critique	Illustrate	Promote	Utilize
	Implement	Provide	
Deliver	Improve		Validate
Design	Incorporate	Receive	Venture
Develop	Increase	Recommend	Verify
Devise	Influence	Recruit	
Direct	Inform	Reduce	Work
Discover	Initiate	Rehabilitate	Write
Distribute	Innovate	Replaced	
Diversify	Install	Represent	
Draft	Institute	Research	
	Integrate	Restore	
	Interpret	Restructure	
	Introduce	Review	
	Involve	Revise	
		Revitalize	
		Rewarded	

Sample Resume

KAREN L. TEACHER

221 Roadrunner Avenue
Bakersfield, CA 93307
(661) 555-1234
E-mail: kteach@net.com

OBJECTIVE: Seeking Elementary Teaching Position, Grades K - 6th

EDUCATION:

California State University, Bakersfield Multiple Subject Credential Program	3.8 GPA	June 20XX
California State University, Bakersfield Bachelor of Arts Degree in Liberal Studies, Concentration in Math	3.6 GPA	June 20XX June 20XX
California Basic Education Skills Test	Passed	June 20XX
California Subject Exam for Teachers (I,II,&III)	Passed	June 20XX
Reading Instruction Competence Assessment	Passed	June 20XX

TEACHING EXPERIENCE:

First Grade, Stine School, Panama-Buena Vista Union School District 01/0X to 03/0X

Third Grade, Williams School, Bakersfield City School District 04/0X to 06/0X

- Developed excellent proficiency working with diverse student populations by working directly with a variety of learning styles and non-native English speakers.
- Utilized pedagogical theories to plan and organize grade level appropriate lessons and to organize materials for thematic units.
- Created learning centers and demonstrated an enthusiasm for technical competency by introducing computer use in centers.
- Positively impacted the learning experience by motivating students through an active and engaging learning environment.
- Engaged parents in the learning process through active interaction including frequent phone and in person visits and distribution of a weekly newsletter.

Panama-Buena Vista Union School District, Substitute Teacher 09/0X – 06/0X

- Worked with administrative and teaching staff to deliver lesson plans in absence of teacher to grades 1st, 2nd, 4th and 7th.
- Maintained an uninterrupted learning environment by connecting with students, establishing mutually acceptable rules and by incorporating reasonable requirements and goals for the day.

ASSOCIATED EXPERIENCE:

California State University, Bakersfield 09/0X – 06/0X

Tutor - Mathematics, Science & History

- Assisted students with academic challenges and barriers to knowledge acquisition by employing effective learning strategies and designing attainable academic goals.

American Youth Soccer Organization, (AYSO) 04/98 – 09/0X
Coach

- Inspired children to enjoy competition by promoting cooperation, respect and enthusiasm for the game and each other.
- Multiple recipient of outstanding coach award for commitment to the sport and team.

HONORS: Dean's List, All Quarters at CSUB 20XX-20XX
Recipient, Harriet Donaldson Academic Scholarship, CSUB 20XX-20XX

ACTIVITIES / ADDITIONAL SKILLS

Volunteer, Habitat for Humanity, Bakersfield, CA	Spring/Summer Breaks
Member, Academic Advancement Center (AAC) Peers Club, CSUB	20XX-20XX
Member, Alpha Chi National Honor Society	20XX-present
Member, Zonta Club, Southwest Chapter, Bakersfield	20XX-present
Bilingual, Read, write, and speak Spanish and English fluently	

PREPARING FOR THE INTERVIEW

The following information is designed to help you develop your skills as an effective interviewee. The Career Development Center offers interview videos to assist you in preparing for interviews. Individual appointments with a career counselor are also available for mock interviews. However, the following tips should be helpful to those individuals who may not be able to schedule a counseling appointment before a personal interview.

The interview is a vital step toward achieving your professional objective. If you have survived the screening process for a particular position and are among several finalists, the interview could be the deciding factor in the final selection.

Districts generally use first interviews to select final candidates from a pool of applicants. These interviews may take place on campus, at job or career fairs, or on the phone. Conveying your skills, abilities, and eagerness to teach are critical at this first step.

Second interviews are conducted with the finalists from the first interviews. These interviews may be conducted by a Principal or Site Administrator where the opening exists. It might be held at the specific school site or at the district office. Oftentimes, candidates may meet school board members, curriculum supervisors, or the district superintendent during second interviews. These interviews give the candidate an opportunity to emphasize their qualifications and clarify any unresolved questions regarding the position or district.

INTERVIEW STRATEGY

To ensure an effective interview, you should obtain as much information as possible about the district/agency from:

- the personnel office of the district/agency
- school district web sites
- University supervisor
- Career Development Center Career Library
- friends
- student teachers/interns in the district/agency
- community newspapers
- PTA meetings, community meetings, board meetings

It is also important to examine yourself as a professional educator. Here are some areas which you may want to explore:

- strengths and weaknesses as a professional and as a person
- reasons for applying to this district/agency in particular
- reasons for entering the teaching/counseling profession
- career goals for the present and future
- preferences for subject/grade/age levels
- philosophy of education, e.g., degree of structure or non-structure in the classroom, control techniques, etc.

APPEARANCES COUNT

When interviewing, let your appearance reflect your professional self-image: you are seeking a position as a professional, so casual on-campus attire is no longer appropriate. Remember, **first impressions count!** Conservative dress is the rule...avoid:

- extreme skirt lengths
- excessive piercings or heavy fragrances
- too much jewelry or "noisy" jewelry
- unusual hairstyle or hair color

Be neat and well groomed:

- trimmed beard and/or moustache
- simple, unelaborate hairstyle
- clean fingernails
- look professional, well tailored

THE INTERVIEW

The basic elements of an interview are as follows:

Introduction — Interviewer tries to establish rapport and to create a relaxed atmosphere with you.

Background Discussion — Interviewer tries to gain insight into your values, interests, and general abilities. Asks *Why, Where, When* types of questions.

Matching You with the District — Interviewer focuses on your attitudes, expectations, assets, and expresses the district's/agency's policy, expectations of their employees and probable staffing needs.

Close — Interviewer usually provides an opportunity for you to ask questions or volunteer information about yourself and then closes the interview by indicating what the next step in the selection process will be. *Take advantage of this opportunity!*

It will be important to follow up after your interview. Write down the name, address, and title of the interviewer immediately after the interview, and direct any supplementary correspondence to that person. A thank-you note is appropriate to send after your interview. This should be a short, typed business letter thanking the interviewer for his or her time and expressing your interest in working for their district/agency. Contacting the employer by telephone occasionally (unless otherwise instructed) will keep you advised of the status of your application.

TYPES OF INTERVIEWS

Interviews may have various formats:

- One-to-One — you and one interviewer
- Panel — you and several interviewers
- Multiple Interviews — you may interview with a succession of individuals (personnel director, principal, department heads, faculty committee, often during a single day)

Interviewers' styles may also vary, involving any one or a combination of the following:

- Open
- Structured
- Casual
- Stress
- Group

INTERVIEW QUESTIONS

We have listed below a sample of the kinds of questions which may be asked during the employment interview.

Introduction

Be ready to tell a little about your background, training, student teaching, and experiences, especially as it relates to teaching.

How and when did you become interested in teaching? Why are you interested in teaching?

What do you know about our school district?

What is your philosophy of teaching?

Behavior Management

What is your approach or philosophy to discipline?

What would you as a teacher do to ensure that students are well behaved and on task during classroom instruction?

How do you maintain discipline in a classroom?

How would you react/respond to a student who is verbally abusive or defies your authority?

What would you do with a student who refused to do the work you assigned?

How would you handle a student who continually "acted up" in your classroom?

Lesson Preparation

How would you plan your lessons? What do you include in your planning?

How would you go about setting up your (subject area) program?

How would you develop a reading program?

Methods and Techniques

How would you go about making a lesson interesting?

How would you keep students active and involved during lessons?

How would you deal with and make accommodations for children on different ability/skill levels?

Describe your style of teaching.

Some of your students always finish their assignments early. How would you deal with the free time they have?

How should a student's educational achievement and progress be measured?

Subject Competency

What skills can be taught beyond the content in any given subject area?

How would you set up a program to teach writing skills?

Professional Relationships

If you were observed and were told that your lesson had serious faults, but you thought it had been quite good, how would you respond?

You know that a staff member has been talking behind your back about what he or she sees as your ineffective teaching methods. What would you do?

If a parent or fellow teacher approached you in the grocery store with unprofessional information about one of your students, what would you do?

How do you relate with minority students or those from disadvantaged socioeconomic backgrounds?

Are parent/teacher conferences important? Why or why not?

How do you deal with parent complaints?

Personal Strengths

Do you have any special talents or training that would be an asset to the district where you are interviewing?

What is the greatest attribute you can bring to a class of students?

Miscellaneous

What do you plan to be doing in five years? What are your career goals?

What was your biggest problem in student teaching? How did you solve it?

What do you think is the role of a supervisor or principal?

Why do you think you might like to work in this district?

Do you have any comments to add that weren't covered in the interview?

Do you have any questions that the interviewer could answer about the district?

What preference do you have for grade level/year round/traditional/etc. if offered a position?

QUESTIONS TO ASK THE INTERVIEWER

If you are serious about teaching in the district where you are applying, be sure to read as much information about the district as you can find. You should also demonstrate in the interview your knowledge of the district and have formulated some pertinent questions to ask the interviewer. The following are some sample questions you may want to adapt to your situation.

1. What is the teacher/student ratio in your district?
2. Do you encourage teachers to earn advanced degrees?
3. Tell me about the students who attend this school.
4. What textbooks does this district use in this subject area?

5. Do teachers participate in curriculum review and change?
6. What support staff members are available to help students and teachers?
7. How does the teaching staff feel about new teachers?
8. What discipline procedures does the district use?
9. Do parents support the schools?
10. Do your schools use teacher's aides or parent volunteers?
11. What allowances are provided for supplies and materials?
12. Does the administration encourage field trips for students?
13. How are teachers assigned extra-curricular activities?
14. What are the prospects for future growth for this district and its schools?

SOME FINAL TIPS

Once you are in the waiting room, don't assume that the situation is beyond your control—your "selling job" has just begun. The careful research and thorough preparation you have done does not ensure success in the interview unless you can communicate what you've learned.

School districts want to know that you view teaching as a dedicated calling and have a sincere desire to make a difference in the lives of children.

Keep in mind that the interview is a *two-way* exchange of information. While it is the administrator's job to learn as much about you as possible in a limited amount of time, it is your job to answer the questions as fully and accurately as possible—nobody knows the answers but you.

- **BE YOURSELF**
- **RELAX**
- **LISTEN**
- **MAINTAIN EYE CONTACT**
- **BE ENTHUSIASTIC, ALIVE**
- **BE HONEST AND SINCERE**
- **USE A FIRM HANDSHAKE**
- **EMPHASIZE THE POSITIVE**

**Some Important Characteristics, Attitudes, and Experiences as Viewed by
School District Superintendents and Personnel Directors
in Hiring New Teachers**

1. Related Experiences outside education
 - Camp Counselor
 - Recreation Leader
 - Nursery School Worker
 - Work in a juvenile hall or similar facility
 - Tutor
2. Total preparation, strength, and knowledge of subject matter. Be prepared to possibly answer some specific questions about subject(s) you'll be expected to teach.
3. Total commitment. (How serious is the person? Are they truly committed to the profession?)
4. Enthusiasm and warmth.
5. Natural ability to deal with children.
6. Flexibility in dealing with different teaching techniques. Flexibility in accepting grade assignments. Most people have a preferential age group; not many can like all ages. Comments like "I love all children" will probably not impress an interviewer (too gushy). More realistic statements about grade preferences, but a positive willingness to teach at other levels would leave a better impression of the candidate.
7. Attitudes and/or background in working with minority students.
8. Uniqueness of the individual to contribute to the district or school.
 - Direct a choir or play
 - Be an advisor for a paper
 - Coach a sport (high school)
 - Coordinate an after school activity
9. Sincere questions concerning that school or district. (To not ask may be interpreted as knowing all or not caring.)
10. Appearances — dress. (Don't take chances — dress conservatively.)
11. Application neatness. (A sloppy application may indicate a lack of real interest or concern.)
12. Basic philosophy on teaching coupled with a flexibility to tolerate different philosophies (if necessary). You may be asked to give your own philosophy on teaching or education.
13. Background in working with classroom aides.
14. When was decision made to enter profession.

RESEARCHING PROSPECTIVE EMPLOYERS

A most important step to include in your job search is that of careful research. Gathering information about the following items will help insure satisfaction in your first step towards achieving a meaningful career.

1. Philosophy of the district on the current educational system, on teaching methods, and on CHANGE.
2. Socioeconomic level.
3. Location of the district.
4. Size of the district.
5. Average classroom size.
6. Fringe benefits such as health insurance, sick leave, etc.
7. Age of the district and condition of facilities and equipment.
8. Proximity to cultural advantages and entertainment sources.
9. Availability of university studies or extension courses.
10. Cost of living.

There may be several sources of information which may provide assistance in your job search. They may be found in the Career Library (in Development Center) or the campus library. Listed below are a few which we recommend.

RESOURCES

Resources for K-12 Candidates

California Public School Directory (Available in Career Library)

Provides address information for all school districts in California including names of Personnel Directors.

California Private School Directory (Available in Career Library)

Provides same type of information as California Public school Directory.

Kern County Public Schools Directory (Available in Career Library)

Directory of Public School Systems in the U.S. (Available in Career Library)

Most school districts have web sites to help candidates research their district.

JOB VACANCY INFORMATION

Education vacancy announcements are maintained in the Career Development Center. These openings are also listed on a web site available to CSUB students and alumni. The web site is www.csub.edu/cdc and go to Job Search to view these jobs. The Development Center also has information on other educational job postings available on the Internet.

SEARCH STRATEGY

You should be creative in your job search and should take advantage of all the various methods listed for contacting employers.

There are two basic approaches in an organized job search — one is to respond to specific position openings, the other is to inquire about anticipated openings. In either approach, personal, telephone, or written contact may be used. Applying by email or fax is not recommended, unless specifically designated by the district.

Inquiry in Person

Whenever possible, an effective way to initiate contact with a prospective employer is by means of a personal visit to the Personnel Office or the Certified Personnel Office. The purpose of this visit is to indicate an interest in future employment with that organization. The first step is to solicit application materials which include the application form, an informational brochure, and a salary schedule. When you receive the application materials you should:

1. Inquire about the proper procedure for submitting the application form.
2. Inquire about the procedure for scheduling a personal interview.

If application materials are unavailable, you should:

1. Leave a resume at the Personnel Office with a request to be notified when applications will be available.
2. If the Personnel Office will not accept your resume over the counter you should at a later date forward your resume to the attention of the Personnel Director with a cover letter.

Inquiry by Telephone

Another way to contact a prospective employer is by telephone. The purpose and procedures are the same as those described for the personal visit except, of course, that the application and resume may have to be returned to the employer by mail or in person depending on the instructions you receive.

Inquiry by Mail

A third way to contact a prospective employer is by mail. Your first written contact should be in the form of a resume with a cover letter requesting application materials which include the application form, an information brochure, and a salary schedule.

Most employers will respond with a letter indicating the steps to follow to apply with their district. Be sure to follow any instructions given and check back with the employer regularly.

There are several general points to remember when communicating by mail with a school district. Listed below are the most important:

1. Computer printed on good quality paper, 8 1/2" x 11" with a standard-size envelope.
3. The writer's complete address.
4. Correct spelling/grammar, and English usage.
5. Checked for typographical errors.

Don't overlook sources which may be closest to you such as friends working within the school districts or agencies. Sometimes dropping a hint to acquaintances can produce positive unexpected results.

EDUCATION CAREER FAIRS

Many local and out-of-town school districts attend our Education Career Fairs. This is an opportunity for you to visit with several different district recruiters in one setting, allowing you to compare philosophies, growth potential, and benefits.

Attendees should bring copies of their resume with them to career fairs and be prepared to tell the representatives about their qualifications and interest in teaching. Take this opportunity to ask specific questions about each school district you are interested in. This is an important first step in your job search that can lead to employment with a school district.

When you have signed a contract or found other employment, notify the employers with whom you have applied so that they may delete your application from their active files. This courtesy is greatly appreciated. The Career Development Center would also like to be notified. These notices may be done in the form of a postcard, very brief letter, a phone call, or an email to career@csu.edu.

☆ HELPFUL HINTS ☆

Completing an Application

Once you receive the application form, keep the following points in mind:

1. Type or print legibly according to instructions.
2. Supply **all** information requested (**never write "see resume"**).
3. Include a copy of your resume.
4. List all quarters of student teaching, field placements, and practicum assignments. If you complete an application form prior to receiving your final assignment, do not hesitate to contact the Personnel Office at a later time with this additional information.

Follow-Up Letters

A follow-up letter is a professional means of maintaining contact with an employer. This letter will assure the Personnel Office of your continued interest in the organization. Since hiring may not occur for some time after you have submitted your application, you may be writing several follow-up letters. Remember that the purpose of the letter is to maintain contact; however, make sure that you have a substantial reason for contacting the employer each time you write, such as:

1. Thanking the employer for the opportunity to interview.
2. Sending supportive materials, e.g., transcripts.
3. Notifying the employer of a change of address or additional experience gained since submitting your application.

Seeing a Career Development Staff Member

Now that you have read this booklet you may want to make a follow-up appointment with a staff member on an individual basis if you have special problems or questions that have not been answered. The Development Center staff is here to help you!

School Districts' Expectations of New Teachers

You are about to enter a challenging and rewarding career in education. You can be assured that every day will be different, and that the students who you greet on your first teaching job will always remember you. You are in a powerful position to instill a love of learning that will last throughout the lives of each student you encounter. Here is a list of expectations held by boards of education, administrators, fellow teachers, parents and students.

1. **Content Area.** No matter what area of education you have prepared to teach, you need to have good grades, especially in the content areas. School districts will review your transcripts for both graduate and undergraduate work.
2. **Interpersonal Skills.** It is imperative that you treat all people with respect, and that you communicate effectively and regularly with students, parents, colleagues, and staff. Know that you are making an impression on everyone you meet in a district and that you are a role model for students 24 hours a day.
3. **Stay Up-to-Date.** You need to commit yourself to lifelong learning. It is critical that you remain engaged in your profession and model a love of learning.
4. **Be Flexible.** Don't commit yourself to teaching one grade only. Willingly accept the challenge of changing grade levels (or beginning at a grade level different than what you expect).
5. **Extracurricular Activities.** Be willing and volunteer for extra curricular activities. Also, be available to your students for extra help before and after school.
6. **Have Fun, Work Hard, and Reap the Rewards.** You entered the teaching field because you love kids, you love your content area and want to share it, and you welcome the challenge of the profession. Have fun and smile!

Adapted from: School Districts' Expectations of New Teachers, Karen F. Stanley, Director for Human Resource Services, Saratoga Springs City School District, New York. Published in AAEE 2001 Job Search Handbook for Educators.

Cover Letter to Accompany Resume

General Letter of Inquiry

The purpose of this type of letter may be one or a combination of the following:

1. To express interest in working for the organization.
2. To make a general inquiry regarding employment prospects.
3. To request application materials.

A resume should always be included in this type of correspondence. Never ask whether a particular position is open or not. If you do, the employer may assume that you are only interested in that one position which might prematurely end communication.

Sample Cover Letter to Accompany Resume

Your Street Address
City, State, Zip
Phone Number
Today's Date

Dr. Brian Smith
Personnel Director
San Jose Union School District
180 South 34th Street
San Jose, CA 95612

Dear Dr. Smith:

Request an application from the district. Express your interest in teaching for this district. Give the date you expect to complete requirements for your credential. Enclose a copy of your resume to give a more complete picture of your background.

Elaborate on any points in your resume which you may wish to emphasize, such as student teaching or other related experiences.

Include specific information to convince the reader of your sincere interest in this district. Also emphasize that you are willing to leave this area if that is the case.

Thank the reader in advance for the time and consideration spent in reviewing your resume.

Sincerely,

(Space for Signature)

Mary L. Williams

Enclosure

Cover Letter to Accompany Application Form or Letter of Application

Some employers may prefer that you bring the completed application form with you the day of your interview. In this case, do not prepare a cover letter. However, you will want to attach a brief cover letter to every application form that you return by mail to an employer. As previously mentioned, a resume may be attached as a supplement to the application form.

Sample Cover Letter to Accompany Application Form

Your Street Address
City, State, Zip
Phone Number
Today's Date

Dr. Brian Smith
Personnel Director
San Jose Union School District
180 South 34th Street
San Jose, CA 95612

Dear Dr. Smith:

Enclosed please find my application form filled out as directed.

In this letter ask about the procedures used in selecting candidates for personal interviews. The manner in which you phrase this request will depend on the instructions you received along with the application form or on the job announcement. For example:

I will be contacting your office in a few days, after you have had an opportunity to review my application, to schedule an appointment for a personal interview.

-- or --

I hope to be receiving further notice from you regarding a personal interview after you have had a chance to review my application form and resume.

Include also in this paragraph a comment on your willingness to travel to the district, if out of Bakersfield, for the personal interview. For instance:

I would be more than willing to drive to San Jose during the Easter vacation period (or whenever you are available) for a personal interview.

Thank the reader in advance for the time and consideration spent in reviewing your resume.

Sincerely,

(Space for Signature)

Mary L. Williams

Enclosures

Thank You/Follow-Up Letter

Your Street Address
City, State, Zip
Phone Number
Today's Date

Dr. Brian Smith
Personnel Director
San Jose Union School District
180 South 34th Street
San Jose, CA 95612

Dear Dr. Smith:

Thank the interviewer for the time spent in the interview.

Mention some item discussed in the interview to help the interviewer remember you. Express your continued interest in working for the district, etc.

As you requested, I am forwarding a copy of my transcript to you since it was not included with my application. In addition, you will receive a copy of my latest student teaching evaluation at the conclusion of this semester.

I will be recontacting your office after all materials have been sent to determine that all documents have been received.

Again, thank you for the time and consideration involved in reviewing my qualifications for your school district.

Sincerely,

(Space for Signature)

Mary L. Williams

Enclosure

Reference Letter Guidelines

Date:

To Whom it May Concern (or a specific person, if requested):

Explain your connection to the person you are recommending, including how you know them and how long you have known them.

Give specific information about why they are qualified, what they can contribute and why you are providing a reference letter.

Include information on how the candidate's skills match the qualifications of a good teacher. (Give examples/characteristics.)

Conclude the letter with a summary of why you are recommending the person and an overall evaluation. Offer to provide more information and include your phone number, email address and mailing address.

Sincerely,

(Writer's signature)

Writer's name

Title

School Name

Information to include:

You should include your opinion of the candidate's professional competence in the areas of their knowledge of subject matter, planning and organization, and use of teaching techniques. The candidate's ability to motivate students, to apply consistent pupil control and classroom management, and to pay attention to individual differences should also be addressed.

You might also include your opinion of the candidate's personal characteristics such as his/her voice and speech, judgment, enthusiasm and dependability. The candidate's willingness to respect the attitudes and opinions of others and to accept suggestions might also be addressed.

Be sure to include a statement about the candidate's overall potential.

Kern County Elementary School Districts

<p>Arvin Union School District 737 Bear Mountain Blvd. Arvin, CA 93203 854-6500 http://arvin.k12.ca.us/default.aspx</p>	<p>Di Giorgio School District 19405 Buena Vista Blvd. Arvin, CA 93203 854-2604</p>	<p>Lakeside Union School District 14535 Old River Road Bakersfield, CA 93311 836-6658 www.lakesideusd.org</p>
<p>Bakersfield City School District 1300 Baker Street Bakersfield, CA 93305 631-4600 www.bcsd.com</p>	<p>Edison Elementary School District P. O. Box 368 Edison, CA 93220 363-5394 www.edisonschooldistrict.org</p>	<p>Lamont School District 7915 Burgundy Avenue Lamont, CA 93241 845-0751</p>
<p>Beardsley School District 1001 Roberts Lane Bakersfield, CA 93308 398-8550 www.beardsleyschool.org</p>	<p>Elk Hills School District P.O. Box 129 Tupman, CA 93276 765-7431 www.elkhills.k12.ca.us</p>	<p>Linns Valley-Poso Flat Union School District P.O. Box 399 Glennville, CA 93226 536-8811</p>
<p>Belridge Elementary School District 19447 Wagon Wheel Road McKittrick, CA 93251 762-7382</p>	<p>Fairfax School District 1500 S. Fairfax Road Bakersfield, CA 93307 366-7221 www.fairfax.k12.ca.us</p>	<p>Lost Hills Union School District P.O. Box 158 Lost Hills, CA 93249 797-2626</p>
<p>Blake Elementary School District P.O. Box 40 Woody, CA 93287 536-8559 webup.web.kern.org/districts/bake/</p>	<p>Fruitvale School District 7311 Rosedale Hwy. Bakersfield, CA 93308-5738 589-3830 www.fruitvale.k12.ca.us</p>	<p>Maple School District 29161 Fresno Avenue Shafter, CA 93263 746-4439 www.maple.k12.ca.us</p>
<p>Buttonwillow Union School District 400 McKittrick Highway Buttonwillow, CA 93206 764-5166</p>	<p>General Shafter School District 1316 Shafter Road Bakersfield, CA 93313 831-3605</p>	<p>McKittrick School District P.O. Box 277 McKittrick, CA 93251 762-7303</p>
<p>Caliente Union School District 12400 Caliente Creek Road Caliente, CA 93518 867-2301 www.calienteschooldistrict.org</p>	<p>Greenfield Union School District 1624 Fairview Road Bakersfield, CA 93307 837-6000 www.gfusd.k12.ca.us</p>	<p>Midway School District P.O. Box 39 Fellows, CA 93224 768-4344</p>
<p>Delano Union School District 1405 Twelfth Avenue Delano, CA 93215 721-5000 www.duesd.org</p>	<p>Kernville Union School District P.O. Box 3077 Lake Isabella, CA 93240 (760) 379-3651 www.kernvilleusd.org</p>	<p>Norris School District 6940 Calloway Drive Bakersfield, CA 93312 387-7000 www.norris.k12.ca.us</p>

Kern County Elementary School Districts (Continued)

<p>Panama-Buena Vista Union School District 4200 Ashe Road Bakersfield, CA 93313 831-8331 www.pbvusd.k12.ca.us</p>	<p>Rosedale Union School District 2553 Old Farm Road Bakersfield, CA 93312 588-6000 www.rosedale.k12.ca.us</p>	<p>Taft City School District 820 North Sixth Street Taft, CA 93268 763-1521 www.taftcity.k12.ca.us</p>
<p>Pond Union School District 29585 Pond Road Pond, CA 93280 792-2545</p>	<p>Semitropic School District 25300 Hwy 46 Wasco, CA 93280 758-6412</p>	<p>Vineland School District 14713 Weedpatch Highway Bakersfield, CA 93307 845-3713 vasteib@zeus.kern.org</p>
<p>Richland School District 331 Shafter Avenue Shafter, CA 93263 746-8600</p>	<p>South Fork Union School District 5225 Kelso Valley Road Weldon, CA 93283 (760) 378-4000 http://www.southforkschool.org/</p>	<p>Wasco Union Elementary School District 639 Broadway Avenue Wasco, CA 93280 758-7100 www.wuesd.org</p>
<p>Rio Bravo-Greeley Union School District 6521 Enos Lane Bakersfield, CA 93314 589-2696 www.rbgusd.k12.ca.us</p>	<p>Standard School District 1200 North Chester Avenue Bakersfield, CA 93308-3594 392-2110 www.standard.k12.ca.us</p>	

Kern County Unified School Districts

<p>El Tejon Unified School District P.O. Box 876 Lebec, CA 93243 248-6247 www.el-tejon.org</p>	<p>Mojave Unified School District 3500 Douglas Avenue Mojave, CA 93501 824-4001 www.mojave.k12.ca.us</p>	<p>Southern Kern Unified School District P.O. Drawer CC Rosamond, CA 93560 256-5000 www.skusd.k12.ca.us</p>
<p>Maricopa Unified School District 955 Stanislaus Street Maricopa, CA 93252 769-8231 www.maricopaschools.org</p>	<p>Muroc Joint Unified School District 17100 Foothill Avenue North Edwards, CA 93523-0833 (760) 769-4821 or (661) 258-4178 www.muroc.k12.ca.us</p>	<p>Tehachapi Unified School District 400 South Snyder Avenue Tehachapi, CA 93561 822-2100 www.teh.k12.ca.us</p>
<p>McFarland Unified School District 601 Second Street McFarland, CA 93250 792-3081 www.mcfarlandusd.com</p>	<p>Sierra Sands Unified School District 113 Felspar Avenue Ridgecrest, CA 93555 (760) 375-3363 www.ssusd.org</p>	

Kern County High School Districts

<p>Delano Joint Union High School District 1747 Princeton Street Delano, CA 93215 725-4000 www.djuhsd.org</p>	<p>North Kern Vocational Training Center 2150 Seventh Street Wasco, CA 93280 725-4187 www.nkvtc.org</p> <p>1732 Norwalk Street Delano, CA 93215 725-4187</p>	<p>Wasco Union High School District 2100 Seventh Street Wasco, CA 93280 758-8447 www.wasco.k12.ca.us</p>
<p>Kern High School District 5801 Sundale Avenue Bakersfield, CA 93309 827-3100 www.khsd.k12.ca.us</p>	<p>Taft Union High School District 701 Seventh Street Taft, CA 93268 763-2300 http://www.taft.k12.ca.us/</p>	<p>West Side Regional Occupational Program P. O. Box 1337 Taft, CA 93268 765-7185</p>

Kern Community College Districts

<p>Kern Community College District 2100 Chester Avenue Bakersfield, CA 93301 336-5100 www.kccd.cc.ca.us</p>	<p>West Kern Community College District 29 Emmons Park Drive Taft, CA 93268 763-7700 www.taftcollege.edu</p>
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Candidates may also want to contact:

Placement Deputy, Human Resources (Credentialing)
Kern County Superintendent of Schools Office
 1300 - 17th Street
 Bakersfield, CA 93301
 636-4673