THE CAREER CENTER
University of North Carolina Wilmington
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910-962-3174 ph

EDUCATION EMPLOYMENT GUIDE

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CREDENTIALS

Credentials are the documents you send to the County School System Human Resources office when applying for teaching jobs in NC. If you are applying out of state, be sure to check their web sites for how to apply and what materials are needed.

WHAT DOCUMENTS MAKE UP YOUR CREDENTIALS?
- Resume and/or cover letter
- Transcripts
- Letter of Completion from WSE (electronic version)
- 3-5 letters of recommendation
- Praxis scores (if necessary)

WHOM SHOULD I ASK TO WRITE A LETTER OF RECOMMENDATION?
- Cooperating / partnership teacher
- UNCW supervisor
- UNCW faculty
- Other teachers that observed you teaching
- Field experience teacher
- Mentor teacher
- Principal / Assistant Principal
- Current or former employer
- Coaches
- Supervisor
- Student organization advisor
- Volunteer / community affiliation

WHAT DO I NEED TO DO TO ASK SOMEONE TO WRITE A RECOMMENDATION?
Always ask permission to use someone’s name as a reference and before you give them the reference form. Provide the reference with a current resume. This will give them a broader view of your qualifications. Keep them informed about your job search and bring them into your network. Be sure to send a thank you note to each of your references after you have obtained employment. Yes, these are the same people you list on your application or send with your resume.

HOW DO I OBTAIN LETTERS OF RECOMMENDATION?
You may obtain letters of recommendation by requesting them directly from the writer.

Options for obtaining letters of recommendation:
1. Non-Confidential Forms: The writer will email it back to you for you to upload into your application or to be sent to the employer. It is important that you maintain current letters of recommendation. Electronic signatures are acceptable.
2. Confidential Forms:
   a. Send the writer an email address or fax number and have him/her send it directly to HR
   b. Provide the writer an addressed, stamped envelope to have it mailed directly to HR
   c. Provide the writer an envelope and ask him/her to seal it in the envelope, sign the envelope, and pick it up to mail with your other application materials

HOW & WHEN DO SCHOOL SYSTEMS RECEIVE MY CREDENTIALS?
You, as the applicant, are responsible for supplying your credentials when requested by the employer or when completing your teaching application. In some instances, employers do not request credentials until they have completed their initial screening process; in other instances, you need to send your completed file as soon as possible to the HR department in the school system.

CAN THE CAREER CENTER ASSIST ME?
Absolutely! We want you to be successful in your job search. We are pleased to meet with you individually to answer any questions you may have about self-managed credentials, resumes, cover letters, and job search strategies.
**Handshake**

https://uncw.joinhandshake.com

**UNCW STUDENTS & ALUMNI LOGIN:**

For Active Students:
- All active students have an account created for them at the start of the semester
- To access your account, log in through MySeaPort or uncw.joinhandshake.com/login
- Enter in your UNCW email and password, or use the blue single sign-on button
- Now you can begin exploring thousands of opportunities that are tailored to your interests!

For Alumni:
- Register for an personal alumni account on https://uncw.joinhandshake.com/register
- Use your personal email when creating your account. Do not use the single sign-on button, as you no longer have access to your UNCW email address.
- Once you have entered in your personal email, click on "log in using email and password" and then click "set your password"
- A team member from the Career Center will approve your alumni request- then you can begin exploring thousands of opportunities that are tailored to your interests!

**UPDATE YOUR PROFILE:**
- The first time you log into your account, you will be asked to update your profile.
- By uploading your resume, it will pre-fill those sections of your profile (less work on your end!)
- The more complete your profile is, the more jobs/opportunities Handshake will pull more jobs related to your field/interests.

**NOTE:** The more detailed you provide your profile, the better we will be able to assist you.

**SEARCHING FOR JOBS AND INTERNSHIPS:**
- Click the Jobs tab
- Fill in the search criteria to narrow your job search OR just click the Search button (without entering any search criteria) to view all current jobs.
- Click on the Job ID to see the specifics of the position and how to apply.
- Utilize other resources, such as https://www.teachers-teachers.com/ and CareerShift
YOUR JOB SEARCH & CORRESPONDANCE

TIPS:
• Complete North Carolina online teaching application at http://schooljobs.dpi.state.nc.us/Home
• Busiest hiring season for school systems: April – August
• Attend job fairs
• Mail, email, or drop off resumes to principals – don’t wait for jobs to be posted to do this
• Don’t just complete the online application and expect to get an interview…work your job search!!
• Network – make connections
• Be aware that many new teachers are hired after classes start in August

STRAIGHT FROM THE PRINCIPALS:
1. Dress professionally, both for the interview and the job.
2. Clearly indicate your certification area and desired position on the resume
3. Always provide a list of your references with their contact information. Do NOT list “references available upon request” on the resume. It slows things down.
4. Complete all your paperwork with the county office. Follow the guidelines for applying for jobs as posted on the counties' web sites. Fill out the online application before sending your resume.
5. Preferred method of contact is email or U.S. mail. Many principals do NOT like to be called by candidates asking for interviews or when they can stop by for a visit
6. Some principals prefer candidates drop off the resume at the school. “…some of my best hires were willing to do an interview after walking into the school office to deliver their resume – shows confidence, preparedness, and eagerness for getting a job.”
7. Do NOT appear to be “all-knowing.” Understand that you will need to continue to learn and grow in your teaching career.
8. Be careful about name dropping in an interview. Principals will look for familiar names on the reference page
9. Most new teachers won’t have much professional experience and that’s okay. Principals look for related experience such as volunteering at schools, camp counseling, church youth group leader, tutoring, etc.

TEACHING AS A CAREER CHANGE: HOW CAN I COMPETE WITH NEW GRADS?
Knowing – and Marketing – Your Special Skills as a Seasoned Professional
• Show your enthusiasm. Demonstrate that you have the energy and passion to compete with younger new grads.
• Recognize that you can combine subject area content with life context.
• Emphasize that children do not intimidate you. You have enough emotional and age distance from your students to gain their respect, if you merit it.
• Emphasize that parents do not intimidate you. If you are a parent yourself, you have the ability to understand a parent's point of view.
• If you are a parent, stress that you have already encountered – and dealt with – many of the problems that you will face in the classroom.
• Highlight your geographic stability. This can be a disadvantage, of course – you may not be free to relocate anywhere – but it can be an advantage, too. You are not going to leave the area readily if you are an established member of the community.
• Accentuate your professional stability.
• Market your transferable skills on your resume – highlight your life experiences, qualities and qualifications.

TEACHER JOB SEARCH SURVEY RESULTS:
The Career Center staff conducted a teacher job search survey during Spring/Summer 2009 to find out the best ways to find a teaching job in North Carolina. This survey was sent out to teachers in the following counties: New Hanover, Brunswick, Pender, Onslow, Columbus, Charlotte-Mecklenburg, and Wake. Below is a list of comments / advice from current teachers. For complete survey results, check the Career Center web site at www.uncw.edu/career.

What advice would you offer future teachers as they search for a teaching position?
• Think positive, be determined, and plan for the most likely questions
• Patience: Graduating in May is hard because you want to go out and have a job instantly. However, schools are dealing with EOG testing and end of the year aspects that are first priority. Also, most teachers who are not coming back the next year don't know until the end of the summer, which was what happened in my case. #2: Remember that everyone knows everyone one way or another. A principal may have a friend who works at another school or another county who worked with you or knows you personally….always maintain a professional attitude and maintain all relationships….NEVER BURN A BRIDGE WHEN POSSIBLE!
• Always be professional, dress nicely for interviews, be familiar with and use academic terms correctly, emphasize team player approach, be familiar with how to individualize instruction especially for special ed students, be energetic and enthusiastic. Be positive and express your teaching style.
• Always dress professionally, show up many times to be noticed
• Always keep an open mind! Always be yourself, do not try to be someone you are not.
• Apply to many LEA’s. Also present yourself well for an interview and be prepared when coming to the interview.
• Be Flexible and be superman(woman)....meaning able to do a lot of extracurricular jobs
• Be on top of current information and be willing to relocate if necessary
• Be open-minded. Sometimes the situation we think we would like best, isn't our favorite; sometimes the situations we believe we wouldn't like, turn out to be the best growing opportunities!
• BE PATIENT! Sometimes it takes awhile for positions to become available, I got my job just a few weeks before the new school year started, but it was well worth the wait!!!
• Be patient. Many teachers I know did not get hired until the end of the summer. For me, my first choice did not even have an opening until the end of August. I am now glad I did not receive an offer earlier because I would have accepted just to be certain I had a job. For me it really worked out in the end but there are no guarantees. it is really really hard to wait to hear after the interviews.
• Be patient and persistent, talk to people in person, follow up phone calls, thank you notes after interviews, be prepared, and be yourself. You must go to the school and ask to speak with the principals.
• Don’t be afraid to go outside of New Hanover County. Apply everywhere you can.
• Be prepared for interview questions. Don't answer what you “think” interviewers want to hear, instead be ready to give good solid ideas and sound solutions. Also make sure they know you are a team player....especially at Middle School.
• Be professional and don't try to make yourself out to be so much more than you really are. Be professional from the very beginning. Be the teacher that schools want to hire.
• Be willing to come in as an interim or substitute teacher. Get to know the principal and show him your skills and abilities, let him know you would be an asset to his school.
• Be willing to move, do extra duties, and get to know the other interns well so they can network with you and other teachers/administrators they meet.
EDUCATION JOB FAIRS

PREPARATION BEFORE THE FAIR:
- Determine your skills and qualities and how they relate to teaching
  - Able to control classroom environment while encouraging individual student engagement
  - Professionally collaborate with other teachers and staff
  - Involve parents meaningfully
  - Positively motivate students to learn
  - Enthusiastic and motivated
  - Passionate about teaching
  - Strong knowledge of subject/s
  - Good sense of humor and patient
  - Provide multiple methods and opportunities for students to demonstrate success
  - Assess frequently on key goals
  - Inspire serious learning
- Complete your resume and have it critiqued! Prepare a Reference page to hand out with your resume. **You do not need a cover letter for the job fair.**
- Find out which schools will be attending the fair. Check the Career Center web site for updates.
- Research school systems. For NC schools, go to www.dpi.state.nc.us; for other schools, view web sites posted at [www.uncw.edu/stuaff/Majors/education.htm](http://www.uncw.edu/stuaff/Majors/education.htm)
- Prepare a list of questions to ask the recruiters (see Interview section for sample questions)
  - Put together an appropriate outfit – **DRESS FOR SUCCESS!** No shorts – No jeans – No short skirts!
    - Err on the conservative side. Do wear a suit; Don’t wear big jewelry
    - Women, wear closed-toe shoes, neutral hose, make sure skirt length is right at the knee; don’t wear low-cut blouses
    - Men, match socks to your pants, wear shirt and tie with your suit, wear a round-neck undershirt, no tennis shoes
    - If your interview attire speaks louder than you, you won’t be heard. The louder your clothes are, the less attention the employer will pay to your capabilities
    - Wear a neat haircut. Extreme may be good for TV, but not for the interview
    - Practice good hygiene: shave, brush teeth and wear deodorant
    - Make sure all clothing is clean and neatly pressed and coordinated
    - Keep cologne, perfume, after-shave, etc. to a minimum. Apply at least 2 hours before the interview. Best approach is not to wear it at all
    - Style your hair neatly. If you have long hair, pull it back or style it to keep it out of your face
    - Carry a briefcase or portfolio with copies of your resume

AT THE FAIR:
- Explore!! Gather materials and information from as many school systems as possible. You never know what they have to offer
- Hand out resumes and talk about your skills and experiences. You may be able to set up an interview
- Collect teaching applications and business cards (or fill out applications online)
  - Take notes – you will need to write a thank you letter and continue with follow-up
- If you get a job offer on the spot, do NOT sign the contract that day. Keep your options open. Find out their timeline and get back to them.
- Find Career Center staff for any questions you may have
- HAVE FUN!!
RESUMES

You need a resume and cover letter when applying to school systems’ Central Offices. You also need to send resumes and cover letters to principals – Get their attention! Get your resume critiqued – email it to reedd@uncw.edu as Word attachment. Don’t trust your own eyes. You must not have any grammar or spelling errors, or your resume will get pitched. Sample resumes are posted in the appendix.

**RESUME BASICS:**
- Be brief – this is not your life story or autobiography. Try to keep it to one page, two at most
- Be consistent and uniform – equal margins all around (0.5” – 1.0”), same font type (Arial, Times New Roman, Garamond, Helvetica), same font size (10 pt – 12 pt) except for your name
- Use resume paper – good quality paper – white, buff, light gray. Buy enough paper for cover letters, reference page, and thank you letters
  - **Don’t over bold!** Bold your name, resume categories, degree, and job titles
  - **Don’t use italics,** underlining, colors, shading, graphics, or fancy fonts
  - Use standard bullets (solid dots or squares)
  - Demonstrate accomplishments and support your objective; be honest
- Check for spelling and grammar errors, but don’t depend only on your own eyes.
- Do NOT use resume templates. Start with a blank document and set up your tabs.

**RESUME CATEGORIES:**
- *Personal Data*
- *Education*
- *Objective*
- *Relevant Experience*
- Other Experience
- Certifications
- Volunteer Experience
- Additional Training
- Military Experience
- Involvement (Activities)
- Honors / Recognition
- Professional Involvement
- Presentations
- Computer / Technical Skills
- Skills or Summary of Qualifications

**IDENTIFYING INFORMATION:**
- Name (can include nickname)
- Both permanent and current address, if different from each other, and phone numbers (cell, home, or both)
- E-mail address (make sure it’s appropriate and current)
- Web site, if you have an online portfolio

**OBJECTIVE:**
- Brief statement of what kind of position you would like
- No philosophical statements
- Can include information about willingness to coach or supervise extra-curricular activities

**EDUCATION:**
- List all college degrees, beginning with the most current. Don’t necessarily list every school you attended
- List and spell out your degree first (Bachelor of Arts or Teaching Certification) along with month and year of graduation
- List institution, city and state (for UNCW you can leave out the city and state)
- List major, minor and/or areas of concentration or emphasis
- Certifications and endorsements can also be listed here

**EXPERIENCE (use action verbs to begin each phrase):**
- Professional Experience
  - Actual teaching experiences
  - Student teaching / internship
  - Pre-clinical experiences (if they add something vital or interesting to your experience base)
  - Teacher assistant, Substitute teaching
  - Tutoring or coaching
- Relevant Experience
  - Observations, Block experience
  - Camp counseling, lifeguarding, coaching, etc
  - Social service work involving youth
- Other Experience / Additional Experience
  - Any other jobs that demonstrate transferable skills or notable work history
ELEMENTS TO CONSIDER IN DESCRIBING YOUR EXPERIENCES

- Special populations you’ve worked with: physically, visually or hearing impaired; ESL/bilingual; inclusion/mainstreamed students; exchange students; gifted or slow learners
- Special activities: plays, musicals, dances, field trips
- Field trips: where did you go and what was your role?
- Multi-level, cross-disciplinary, or team teaching: integrated curriculum
- Parent conferences: IEP development, 504’s, communication with parents – when and what format
- Professional conferences: professional associations and involvement; in-service training attended (and give topics)
- Special units and bulletin boards: give examples of interesting ones
- Evaluation of student progress
- Special methodologies used
- Extra duties: playground, lunchroom, study hall, bus, etc – supervisory skills

REFERENCE STATEMENT:

- See attached reference page
- This section goes at the end of the resume but is not necessary

OPTIONAL AREAS:

- Summary of Qualifications: highlight your transferable skills; show what you have to offer
  - Total years of experience in the field or related field
  - Foreign language skills, Technology skills
  - Work with the public, community, schools, etc
- Honors / Awards: scholarships, Dean’s List, honor societies, Chancellor’s Achievement Award, etc
- Volunteer Work: list organization name and your position and dates
- Certifications / Licensures: First Aid, CPR, Life Saving, etc
- Publications / Presentations: topics, audience, dates, etc
- Involvement: campus involvement (organizations, leadership roles); athletic involvement; community involvement. Some of these can be described using action verbs
- Military Experience: use words that translate to civilian roles

DO NOT INCLUDE THE FOLLOWING ON YOUR RESUME:

Photo, Age / Date of birth, Marital status, Number of children, Health status, Religious preference (unless applying to a parochial school), Ethnic origin, Membership in controversial organizations, Course numbers, Expressions such as “Responsible for…” or “Duties included…”, The words “various” or “numerous” – be specific instead, High school information (degree, activities, awards, etc), Personal pronouns (I, me, mine)

ADDITIONAL COMMENTS:

Get your resume critiqued by a career counselor! You can e-mail it to Jacqueline Pitone at pitonej@uncw.edu as a Microsoft Word attachment, drop it off in Career Services for a 72 hour turn around, stop in the Career Center for a drop-in session, or make an appointment with a career counselor. Do not depend only on your own eyes.

Upload and publish your resume into Handshake. Once you log into Handshake, complete your profile then upload your resume.

Always send a cover letter with your resume. Be sure to send your resume with your county teaching application to HR in the county office and send it (or drop it off) to principals at individual schools. If you drop off your resume at a school, you must include the cover letter with it! The principal may or may not be there to talk to you in person. The cover letter will introduce you to the principal and show your writing skills.

ACTION VERBS TO USE ON THE RESUME:

MANAGEMENT SKILLS VERBS:
Allocated, Determined, Directed, Elected, Enlisted, Formed, Founded, Governed, Hired, Initiated, Inspired, Instituted, Led, Managed, Moderated, Motivated, Operated, Oversaw, Pioneered, Presided, Produced, Recruited, Represented, Selected, Spearheaded, Sponsored, Staged, Started, Supervised, Trained

ORGANIZATIONAL SKILLS VERBS:
Arranged, Assembled, Collected, Centralized, Coordinated, Catalogued, Distributed, Disseminated, Enforced, Executed, Formalized, Implemented, Installed, Maintained, Organized, Planned, Prepared, Processed, Rout ed, Recorded, Reorganized, Scheduled, Updated
COMMUNICATION SKILLS VERBS:
Acquainted, Apprised, Answered, Briefed, Conducted, Contacted, Demonstrated, Drafted, Educated, Explained,
Familiarized, Handled, Informed, Instructed, Introduced, Lectured, Listened, Presented, Reported, Responded, Spoke,
Summarized, Taught, Trained, Translated, Wrote

HELPING SKILLS VERBS:
Aided, Attended, Assisted, Collaborated, Contributed, Counseled, Comforted, Facilitated, Fostered, Guided, Helped,
Instilled, Mentored, Provided, Settled, Supported, Tutored, Treated

CREATIVE SKILLS VERBS:
Authored, Conceived, Conceptualized, Created, Composed, Designed, Devised, Established, Invented, Originated,
Revolutionized

SKILLS HEADINGS TO USE ON A RESUME:

ADMINISTRATIVE SKILLS:
Planning, Organizing, Scheduling, Assigning/Delegating, Directing, Interviewing/Hiring, Measuring production, Setting
standards, Work under stress, Work with people, Travel frequently, Work as a team member, Personnel practices,
Analyzing & evaluating, Time management, Negotiating strategies, Problem solving, Program development, Decision
making, Program planning

SERVICE SKILLS:
Counseling, Guiding, Listening, Leading, Coordinating, Respond to emergencies, Teaching/Training, Work
evenings/weekends, Work independently, Knowledge of a subject, Agencies’ policies, Community resources, Human
behavior principles, Work under hazardous conditions, Program planning/development

COMMUNICATION SKILLS:
Reasoning, Organizing, Defining, Writing/editing, Listening, Explaining, Interpreting ideas, Reading, Communicate precise
information, Work with committees, Public speaking, Correct English usage, Operate communication systems, Subject
knowledge, Good sense of timing

INTERPERSONAL SKILLS:
Assertive, Adaptable, Confident, Cooperative, Dependable, Relate well with others, Convey warmth-caring, Demonstrate
empathy, Develop rapport, Listening, Use of humor, Trustworthy, Motivated, Tactful, Reflective

REFERENCES:

Be sure to include a reference page with your resume and cover letter. It should be on the same paper as these other
documents. Three to five references is all you need. These will be the same names you list on your application.
List the reference’s e-mail address and the best time to reach him/her, especially if searching for a teaching position when
school is not in session. ALWAYS ask the person to be a reference before listing him/her as one.
Include your Cooperating Teacher, UNCW Supervisor. Other references can be Professors, Current or Past Employers,
Faculty Advisors, or UNCW Staff. Include the following information:

Reference Name, Title, Place of Employment, Work Address, City, State Zip, Work Phone, Email Address
COVER LETTERS

A well written letter is an effective way to present your qualifications to an employer. Letters of application (cover letters) are read, compared, and used to screen candidates for interview consideration. Always send a cover letter with your resume. If you are e-mailing your resume, make your e-mail message your cover letter and copy and paste your resume in the message (many employers are wary of attachments). Sample cover letters are posted in the appendix.

Basics: Same paper as resume; 1 page, 3-4 paragraphs; Address to specific person. NEVER To Whom It May Concern; Tailor it to each position and employer; Use your own words

COVER LETTER FORMAT – LEFT BLOCK STYLE:
Your return address here
Wilmington NC 28403
Current Date Here

(4 line spaces here)

Dr./Mr./Mrs./Ms./ _______
Title
School name / School system / Employer / Organization
Street address
City, State Zip code

Dear_______: (salutation)

Paragraphs 1-3

Sincerely,

Sign name here

Name

FIRST PARAGRAPH:
☐ Tell why you are sending this letter and resume; State the position for which you are applying; Tell how you became aware of the position/school system; Mention the person who referred you
  • Very short – 3 sentences at most

SECOND PARAGRAPH:
☐ Summary of your resume; Tell why your skills and experience would be of value to that school / school system
  • Get the employer’s attention – this letter gets them to look at your resume; Highlight special accomplishments
  • Display enthusiasm for your career and that school; Show you’ve done your “research” homework
  ☐ Sell yourself!!
  • Don’t start every sentence with “I”
  ☐ This paragraph can be broken into 2 paragraphs

LAST PARAGRAPH:
☐ Wrap it up
☐ Call for action
☐ Take the initiative
☐ Include your phone number and / or email
INTERVIEWING

TYPES OF INTERVIEWS:
- **Unstructured Interviews**: open-ended questions; relaxed style conducive to shedding light on candidate's personality; be assertive and stay away from 2-3 word answers; provide examples.
- **Stress Interview**: sometimes used when job has strict guidelines; purposeful long gaps of silence; get candidate's true colors to show through.
- **Telephone Interview**: often used to narrow job pool; many times the interview is with a panel.
- **Panel Interview**: more than one interviewer posing questions; many times they are set questions asked of all candidates; helpful hint—maintain eye contact with everyone.
- **Behavioral Interview**: the most accurate predictor of future performance is past performance in a similar situation; employers predetermine which skills are necessary for the job; your responses need to be specific and detailed; always listen carefully to the questions and ask for clarification if necessary; your interview preparation should include identifying examples of situations where you have demonstrated behaviors.

PREPARE FOR THE INTERVIEW:
- Assess yourself – do self-reflection. Know your skills, style, what you have to offer the employer
- Research school systems and compile information (school report cards, class sizes, issues in that district)
- Prepare questions to ask them:
  - What are you looking for in a new teacher?
  - Tell me what you enjoy most about this school / school system.
  - How involved are parents in school activities / volunteering?
  - Tell me about the students that attend this school.
  - How does the administration work with teachers to improve instruction? Discipline?
  - What is the budget for this position / department and what resources are available?
  - What is your hiring timeline and when can I expect to hear from you?
- PRACTICE! Sign up for a mock interview. Practice with your partnership teacher and friends.
- Gather all necessary materials – resume, application, portfolio, pen – and take them with you to the interview
- Remember to wear conservative, professional interview attire

INTERVIEW SUGGESTIONS and TIPS:
- Be punctual! Don’t arrive too early and never arrive late. Arriving 15 minutes early is good timing.
- Smile. Make good eye contact. Have a firm handshake. Sit up straight. Don’t play with your pen.
- Collect business cards and always send thank you letters (either professional or hand written).
- Be honest in evaluating yourself and don’t attempt to oversell yourself – answer all questions honestly.
- Be friendly, courteous, and relaxed and do not assume that you have all the answers.
- Be enthusiastic and ask intelligent questions.
- Give your own views, not what you think you are expected to say.
- Listen carefully to each question. If you are unsure of what they are asking, ask for clarification. Don’t ramble.
- Keep a log of all your contacts, interviews, when you sent resumes and to whom, etc.
- Always send a thank you note after the interview. It can be hand written in a blank card or formally written on resume paper.

EMPLOYER EVALUATION OF YOUR INTERVIEW:
- Your handshake, attire, eye contact, etc.
- A demonstration of awareness of the school system and relevant questions asked.
- Responsive listening and enthusiasm about the school / school system.
- Ability to fit in with the school and school system - a fit between the school's needs and your talents/skills.
- Demonstrated ability to work as a team player.
- Motivation, interest, energy level and attitudes toward work, self and others.
- Ability to teach and lead or supervise.
- Flexibility, stability and toughness.
- Knowledge of your subject area.
QUALITIES PRINCIPALS LOOK FOR IN TEACHERS:
Teacher qualities that have the greatest impact for increasing student achievement:
• Urgent, laser like focus on student learning
• Inspire serious learning
• Positively motivate students
• Expect all students to perform to standard
• Assess frequently on key goals
• Provide multiple methods and opportunities for students to demonstrate success
• Involve parents meaningfully
• Require frequent writing and provide ample and specific feedback
• Professionally collaborate and follow research
• Passion – compassion
• Enthusiasm – Motivation
• Sensitivity, Heart
• Sense of Humor
• “Kid Magnet” – ability to connect with students
• Strong interpersonal & communication skills
• Flexibility
• Vision – planner
• Trust
• Control the classroom environment while encouraging individual student engagement

COMMON QUESTIONS YOU WILL BE ASKED:
□ Tell me about yourself (answer it by giving professional information about yourself and professional qualities)
□ Why did you decide on teaching as a career?
□ Why are you interested in our school / community?
□ How do you encourage students to take responsibility for their own learning?
□ Speak to your knowledge of the curriculum.
□ What are your feelings on extra-curricular duties?
□ What are your strengths? Weaknesses? What three words would you use to describe yourself?
□ What would I see in your classroom if I were to drop in in any given day?
□ What do you have to offer as a candidate that other candidates might not offer?
□ How would you individualize the learning process in the classroom?
□ Why did you choose to teach________(your subject)?
□ What do you consider the ideal learning environment?
□ What methods of instruction do you feel you can use which will help provide the most desirable learning situation for students? How do you engage a class of diverse learners?
□ How do you expect to motivate students?
□ What is your philosophy in regard to discipline? What is your approach to classroom management?
□ What type of classroom atmosphere would you attempt to organize and establish?
□ How would you handle a wide range of learning abilities / disabilities? How do you reach out to struggling students?
□ A student’s final average is 2 pts below passing. What do you do and why?
□ Here’s your classroom – what would you do with it? How would you start the year off?
□ What frustrates you? How do you handle stress?
□ What do you expect of the administration as a classroom teacher?
□ What worked well in your classroom this semester?
□ When you teach, what do you use to guide your instruction? (NC Standard Course of Study, etc)
□ How do you deal with students who are often absent and need to make up work?
□ How would you involve parents in school activities? What is your experience in working with parents?
□ Tell us your views on assessing learning. How does assessment drive instruction?
□ Talk about your experience integrating technology in your classroom / lessons?
□ Talk to me about the most current topics in education (or current education reforms).
□ How do you assign students to groups? How do you hold students accountable for group assignments?
□ How do you determine the impact your instruction has on students?
□ What is the role of parents in the instructional process?
□ How do you encourage effective home-school communication?
□ What are the elements of a good elementary reading program?
□ In telephoning your references, what would they say are your assets?

COMMON BEHAVIORAL TYPES OF QUESTIONS YOU WILL BE ASKED:
□ Tell me about a lesson plan, task, or assignment that went very well.
□ Tell me of a time when a lesson plan didn’t go well and how you handled the situation.
□ Tell me about your student teaching experience. What would you do differently now?
□ Describe a conflict you had with a student and how you handled the situation.
□ Describe a lesson that exceeded your expectations.
□ How have you modified assignments for gifted or special education students?
□ How have you assessed student achievement informally without grading?
□ Tell me about a typical homework assignment in your class.
□ Describe an experience where you identified a student’s special need and modified a lesson for him / her.
Share an example of a communication with a parent that helped you understand a student in your class.

Tell me about a time when you team-taught or co-planned with a colleague.

Describe an experience you had at becoming established with a new group of students.

What parts of teacher education training do you use on a regular basis?

What steps do you follow to study a problem before making a decision?

Give an example of when you had to go beyond the call of duty to get a job done.

Describe a time when you were not satisfied or pleased with your performance. What did you do about it?

Tell me about the most difficult situation you faced in your last teaching assignment and how you resolved it.

Tell me about a specific instance you collaborated with colleagues and the result of that collaboration.

**PRACTICE INTERVIEWING**

Big Interview: [https://uncw.edu/career/biginterview.html](https://uncw.edu/career/biginterview.html)

- Online simulated interview platform that records your responses and is free for students! You can practice the most common questions or even specify interview questions by industry.
- Schedule an appointment with Jackie Pitone to go over interview results.

**How to Get Started:**

1. Go to [https://uncw.biginterview.com](https://uncw.biginterview.com) and click on “register” in the top banner, right side
2. You must register using your UNCW email address. It will not accept other email addresses.
3. UNCW alumni, if you wish to use Big Interview, please contact the Career Center at careercenter@uncw.edu
4. Be sure you have a web camera set up and ready to go.
5. Once logged in, you will see Learn, Practice, My Tools, My Videos, and Assignments in the top banner.
FREQUENTLY ASKED QUESTIONS

When can I send out my credentials?
Anytime. You are now responsible for managing your own documents. Transcripts and Letters of Completion will not be available to you until after commencement.

What are school systems really looking for in their teachers?
- Enthusiasm about teaching
- Knowledge of NC Standard Course of Study
- Understanding of the needs of special populations
- Willingness to take on extra duties
- Voice quality (Do you speak clearly and distinctly?)
- Ability to reach each and every student through use of multiple teaching strategies
- Willingness to listen and to accept constructive criticism
- Someone who is a team player
- Ability to articulate positions on discipline, curriculum, teaching philosophy, etc
- PLUS a million tangibles (such as ability to communicate to parents and staff)

What are the main things that administrators look for on resumes and applications?
Resume:
- Licensure / Highly Qualified status – degree and certification area/s
- Your experience - How was your student teaching experience outstanding and different from other student teachers?
- Your non-teaching experience – How it relates to what you will be doing as a teacher. Transferable skills!
- Reference list with contact information: Do NOT say “references available upon request”
- Your involvement on-campus, in the community, and/or at school

Application:
- How well have you followed directions?
- On narrative sections, do you respond fully and completely to the questions asked?
- Do you avoid wandering off in unrelated directions?
- Do you express yourself clearly, concisely, and correctly (no spelling errors) without sounding pompous?
- Are you completely honest? Be honest about any misdemeanors or criminal records. They will do a background check and just need for you to be honest about your situation/s.

What should I include in my resume and cover letter?
See the resume and cover letter section. Remember, each cover letter must be written individually. You must also indicate that you have researched the school / school system to which you are applying.

Should I call schools and start looking now?
You should definitely start applying and looking now. Don’t call – VISIT schools. Face-to-face is always best. Hand-deliver your resume and cover letter and don’t wait for jobs to be posted online. Use the Internet to search for openings and to do research. Also, complete the online applications and email principals.

How will interviewing take place?
There is no uniform process – each school / school system has their own unique way of handling interviews.
- The process usually includes an interview with Human Resource personnel, and then with the principals
  - Many interviews are panel format – you will talk to several people in one room (principal, another teacher in the department, a secretary/assistant, and possibly a parent)
  - Some school systems will interview at education job fairs and offer contracts on the spot – be cautious
- Most interviews take place at the school and there may be two or three interviews in the entire process

How do I find out about specific school systems / schools?
- Use the Internet!
  - Check the websites of schools that particularly interest you
  - Review the NC Department of Public Instruction website at www.ncpublicschools.org
  - Use the Career Center website www.uncw.edu/stuaff/career/Majors/education.htm
- Call the county school system and request literature or an application
- Go to the city’s Chamber of Commerce and request information on area schools
**Is it difficult to move from state to state?**
North Carolina has reciprocal certification with several states. Realize each state charges a fee for certification.

**Is it true that I won’t be able to find a teaching job if I graduate in December?**
NO! This is not true. School systems have hiring needs all year long. In NC, teachers only need to give a 30 day notice to retire or resign. Many schools continuously search for teachers to start work throughout the entire academic year.

**Where can I find information on teaching salaries?**
For other benefits for teaching in NC, go to [http://www.ncpublicschools.org/fbs/schlbus/workNCpublicSchl.htm](http://www.ncpublicschools.org/fbs/schlbus/workNCpublicSchl.htm).

**When should I begin to hear from schools for interviews?**
- December grads: you may not hear about interviews until the fall semester has ended. The most common hiring period falls between Thanksgiving and January 1. Don’t wait until then to start looking, however. Start early!
- May and August grads: you are most likely to hear between May and the end of August. Many first-year teachers don’t hear anything until late July or August. Don’t panic!

**Is it true that education majors can’t find jobs after graduation?**
NO! It is true, however, that it is more difficult to find a teaching job in New Hanover County Schools. New Hanover County Schools receive hundreds of teaching applications in the summer alone; plus, UNCW graduates over 350 education interns each year. If you want to teach in North Carolina, or out of state, you should be able to find a teaching position – you may need to be geographically flexible!

**How can I request that my credentials be sent to school systems?**
You manage your own credentials so you send them out as needed.

**How can I search for out-of-state teaching jobs and schools?**
Check out What Can I Do With A Major In...Education at [www.uncw.edu/stuaff/career/Majors](http://www.uncw.edu/stuaff/career/Majors) and click on the link for Job & Internship Search Links. A very popular link used in many states is [www.teachers-teachers.com](http://www.teachers-teachers.com).
SAMPLE DOCUMENTS

Sample resumes
Sample reference page
Sample cover letters
Sample thank you letters
Thesaurus
SUMMARY OF QUALIFICATIONS (typically used for candidates with years of experience in other fields):

- Five years of experience in the education field working with students and teachers in the classroom
- Extremely well versed in public relations and motivated to work with administrators and parents
- Demonstrated ability to create lesson plans for curriculum allowing integration of all learning styles
- Committed to continuous professional development through workshops and teacher collaboration
- Highly educated in various technology components to use in the classroom
- Proficient in Microsoft Word, Excel, Access, PowerPoint, Front Page, Internet Explorer, Photo Shop, Windows 95-XP

EDUCATION:
Bachelor of the Arts in History, University of North Carolina Wilmington, May 20XX
Social Studies Certification
Dean’s List—Four Semesters, GPA 3.8

RELEVANT EXPERIENCE:
Student Intern, Spring 20XX
West Brunswick High School, Shallotte, NC
- Taught and managed 30 students within 11th grade United States History class
- Taught and managed 30 students within 9th grade World History class
- Developed lesson plans for both classrooms to integrate various learning styles, Individual Education Plan’s, and 504 plans
- Offered after school tutoring to encourage students to develop healthy study habits
- Attended workshops and programs to increase professional development
- Worked collaboratively with teachers and administrators to meet the needs of all students

Substitute Teacher, 20XX-present
Brunswick and New Hanover Counties
- Manage classroom behavior and daily assignments from teachers
- Worked with teachers and administrators concerning any classroom situations

Interim Teacher, November 20XX – January 20XX
Bellville Elementary School, Bellville, NC
- Taught approximately 25 students in each of the 4th and 5th grade classes
- Developed daily lesson plans encouraging all learning styles and incorporating group learning

Teacher Assistant and Bus Driver, August 20XX – May 20XX
Virginia Williamson Elementary, Bolivia, NC
- Helped teacher in 3rd grade classroom with classroom management and daily lessons
- Supervised students and managed their behavior on bus routes

OTHER EXPERIENCE:
Chicago Police Department, 20XX – 20XX
- Patrolled and dealt with various issues concerning public safety
- Taught criminal procedure in the Chicago Police Academy

US Airways, Incorporated, 19XX – 19XX
- Passenger Services and Ramp Supervisor
- Responsible for the safety, on-time, and accurate care of passengers, aircraft, and personnel

AFFILIATIONS:
Phi Alpha Theta (UNC-Wilmington Honors Society), Brunswick Island Women’s Association

REFERENCES:
See attached reference page
OBJECTIVE
To obtain a teaching position in the field of elementary education

EDUCATION
Bachelor of Arts, Elementary Education, University of North Carolina Wilmington, July 20XX
Concentration in Science/Health
G.P.A.: 3.87/4.0

TEACHING EXPERIENCE
Student Teacher, Chinquapin Elementary School, Chinquapin, NC, Spring 20XX
- Taught and managed classroom of 21 students in grade 3
- Developed and implemented creative lesson plans
  - Incorporated a hands on science activities where students learned about the Solar System and collaborated with third grade team to design a mini solar system where students determined the distance between the planets
- Incorporated multiple teaching methods that include cooperative learning, differentiation in small groups, instruction, peer teaching, hands on activities
- Utilized technology, such as the SMARTboard and iPads, for 21st century learning
- Participated in professional development workshops in Common Core and Balanced Literacy where I applied these strategies into lesson plans.
- Executed different teaching techniques to meet the needs of multiple intelligences
- Attended RTI meetings and parent-teacher conferences

Field Experiences, Beulaville Elementary School, Beulaville, NC Chinquapin Elementary School, Chinquapin, NC
- Observed instructional strategies and classroom management strategies of cooperating kindergarten, first, second and third grades
- Assisted cooperating teacher with math, science, social studies and language arts/literacy lessons
- Graded student’s work and performed other classroom tasks for the teacher

RELEVANT EXPERIENCE
Substitute Teacher, December 20X-Present
- Followed lesson plans prepared for the class (K-12)

Adjunct Agriculture Instructor, Wayne Community College, Goldsboro, NC, August 20XX-January 20XX
- Taught Sustainable Agriculture and Basic Farm Maintenance to high school Junior and Seniors at Spring Creek High School, Seven Springs, NC

Child Care Center Owner/Operator, 20XX-20XX
- Look after children’s well-being and collaborated with families
- Influenced constructive behavior in children by instilling discipline and respect in a positive environment
- Made schedules for employees and classroom lessons
- Planned meals and bought groceries
- Kept all records, attendance, payroll, DSS payments and private payments

VOLUNTEER EXPERIENCE
Elementary School Fall Festivals, B.F. Grady Elementary School, Albertson NC, October 20XX-20XX
- Baked for the cake walk
- Sold raffle tickets
- Donated items for the silent auction

Elementary School Dance, B.F. Grady Elementary School, Albertson, NC, February 20XX
- Chaperoned the Valentines dance for grades 5-8
SUSAN SPED
ADDRESS Wake Forest, NC 27587   Cell: PHONE   EMAIL

EDUCATION

Bachelor of Arts in Special Education—Adapted Curriculum, May 20XX
University of North Carolina Wilmington
Dean’s List, 2012-2015
MindSet Training & Certification, January 20XX

RELEVANT EXPERIENCE

International Internship, San Pedro, Belize, March – April 20XX

Teacher Intern, Emsley A. Laney High School, New Hanover County Schools, Wilmington, NC, Spring 20XX
☐ Design and engage students in lesson plans across all subject areas
☐ Differentiate learning materials to promote success of all students
☐ Implement positive behavior support systems
☐ Establish and communicate clear objectives for all lessons, units, and projects to both partnership teachers and students
☐ Prepare students for transition into employment, post-secondary education, and independent living
☐ Worked with students individually to meet their IEP goals and objectives

Field Experience, New Hanover, Pender, and Brunswick County Schools, Fall 20XX – Fall 20XX
☐ Observed many different teaching styles in various settings
☐ Facilitated lessons working one-on-one, one-on-two, and in small groups
☐ Worked towards meeting students Individual Education Plan goals and objectives
• Assessed students’ and kept data towards their progress

Tutor, UNCW Education Laboratory, Spring 20XX – Fall 20XX
☐ Assessed students to determine the areas needed for improvement in math and/or reading
☐ Designed instruction to meet individual needs
☐ Communicated with parents regularly through conferences, letters, and phone calls

VOLUNTEER EXPERIENCE

Special Olympics, Wilmington, NC, 20XX-Present
I Can Do It, You Can Do It Camp, Wilmington, NC, 20XX
Work on Wilmington, Wilmington, NC, 20XX-20XX

INVolVEMENT & LEADERSHIP

Student Council for Exceptional Children, 20XX-20XX
☐ Volunteered at Special Olympics for three years
☐ Raised funds to host programs for students with disabilities

Orientation Leader, Office of Transition Programs, UNCW, 20XX
Convey important information about UNCW and assist new students and their families with the transition to college life. The OL ensures that the orientation program is beneficial, exciting and educational in its content and presentation.
☐ Explain academic opportunities and procedures to students and families and aid in the development of class schedules
☐ Acquaint new students with campus services and building locations
☐ Answer questions, concerns and sensitive issues of students and families
☐ Present information to both large and small groups of students and parents

UNCW Cheerleader, 20XX-20XX
• Cheered for both men’s and women’s basketball games
☐ Promoted school spirit at games, local fundraisers and country clubs and raised funds for athletic programs
☐ Volunteered to help judge at local school cheer competitions
☐ Coordinated and led cheerleading camps for elementary and middle grades students
EMILY ENGLISH
333 Converse Drive Wilmington, NC 910-555-1212 teacher@yahoo.com

OBJECTIVE: Secondary English Teacher, willing to work with the yearbook and other clubs

EDUCATION: Teacher Certification, Secondary English, May 20XX
University of North Carolina Wilmington
GPA: 4.0, Dean’s List
Bachelor of Arts, English and Communication Studies, December 20XX
University of North Carolina at Chapel Hill
Dean’s List

INTERNSHIP: Teacher Intern, English, John T. Hoggard High School, Wilmington, NC, Spring 20XX
• Teach two Advanced English 10 classes
• Create and implement daily lesson plans in English with a variety of learning styles
• Participate in Parent-Teacher conferences
• Utilize technology such as PowerPoint to teach lessons
• Assist in production of John T. Hoggard yearbook, SAGA

RELEVANT EXPERIENCE: High School Substitute Teacher, New Hanover County Schools, 20XX - Present
• Teach lessons to students
• Behavior management
• Assist students with staying on task
• Generate relevant classroom discussions

Field Observations/Experience, John T. Hoggard High School, Wilmington, NC, Fall 20XX
• Observed classroom settings and teaching styles
• Participated in classroom activities and assist in teacher responsibilities
• Created and taught lesson plans

Tutor, Myrtle Grove Middle School, Wilmington, NC, Fall 20XX
• Tutored English as a Second Language (ESL) students on several levels of English proficiency
• Read with students and tested for levels of comprehension
• Assisted ESL teacher with classroom lessons


OTHER EXPERIENCE: Account Executive, September 20XX – May 20XX
JHS Document Imaging, Wilmington, NC

Waitress, March 20XX – September 20XX
The Oceanic Restaurant, Wrightsville Beach, NC

Trainer, Head Waitress, Bartender, June 20XX - March 20XX
Carolina Brewery Restaurant, Chapel Hill, NC
• Trained new employees on their duties at restaurant
• Collaborated with management on ways to improve restaurant and employee competence
• Assisted in creation of new employee competency test

REFERENCES: See attached reference page
OBJECTIVE: Secondary English Teacher, willing to work with clubs

EDUCATION: Master of Arts in Teaching in Secondary Education, English, May 20XX
Bachelor of the Arts in English, May 20XX
Concentration: Literary Studies
Minor: Psychology
University of North Carolina Wilmington

RELEVANT EXPERIENCE:

Student Intern, Topsail High School, Hampstead, NC, Spring 20XX
- Teach and motivate 29 students within Honors English II
- Teach and motivate 25 students within English III
- Utilize NC Common Core to develop lesson plans for both classrooms to integrate diverse learning styles, Individual Education Plan’s, and 504 plans
- Offer weekly after school tutoring to assist struggling students and promote healthy study habits
- Attend and participate in faculty, department, and parent meetings
- Maintain positive communication with partnership teacher, administration, students, and parents

English as a Second Language (ESL) Field Experience, Fall 20XX
John T. Hoggard High School, Wilmington, NC
- Tutored ESL students on several levels of English proficiency
- Read with students and tested for levels of comprehension
- Created engaging and interactive lessons to increase participation

Field Experience, Topsail High School, Hampstead, NC, Fall 20XX
- Taught and motivated 17 students in English II
- Created and taught lesson plans
- Assisted English teacher with classroom lessons for inclusion class
- Observed English classroom setting and teaching style

Volunteer Tutor, We Care After School Program, Wilmington, NC, Spring 20XX
- Tutored reluctant learners from elementary to high school
- Collaborated positively with colleagues, community members, and parents to meet students’ needs
- Fostered a safe and caring environment to facilitate learning
- Mentored students at risk of dropping out of school

Field Experience, Eugene Ashley High School, Wilmington, NC, Fall 20XX
- Observed English classroom setting and teaching style
- Participated in classroom activities and assisted in teacher responsibilities
- Created and taught one mini lesson

OTHER EXPERIENCE:

Assistant Sales Leader, Eddie Bauer, Wilmington, NC, August 20XX-August 20XX
- Trained new employees on their duties at store
- Managed closing duties and supervised employees
- Collaborated with management on ways to improve the store and employee competence
- Facilitated a positive work and shopping environment
KEY QUALIFICATIONS:

- 20 years of service in the United States Marine Corps
- Extensive worldwide travel and interaction with people from different cultures
- Completed a wide range of professional courses focusing on leadership, training and education, and intrapersonal communication
- “Recognition of Excellence” for Social Studies Content Knowledge Praxis test scores

EDUCATION:

Master of Arts in Teaching in Secondary Education, May 20XX
University of North Carolina, Wilmington, NC

Bachelor of Arts with Honors, History, 20XX (GPA: 3.9)
Thomas Edison State College, Trenton, NJ

Diploma with Honors, Russian Language Basic Course, 20XX (GPA: 3.8)
Defense Language Institute, Monterey, CA

RELEVANT EXPERIENCE:

Teacher Intern: Dixon High School, Holly Ridge, NC – Fall 20XX-Spring 20XX
- Taught Civics & Economics to approximately 100 students (primarily Seniors)
- Created meaningful and engaging unit and lesson plans to ensure students met requirements as set forth in the NC Essential Standards
- Incorporated real world and current events, along with short essays and debate/discussion activities to encourage students to develop higher order thinking skills
- Worked with partner teacher, Exceptional Children teachers, and school staff to provide additional support and encouragement for students with IEPs and 504 plans

MILITARY EXPERIENCE:

Intelligence Chief/Senior Enlisted Advisor: 2nd Marine Air Wing G-2, Cherry Point, NC, 20XX-20XX
- Conducted curriculum planning and instruction for the Squadron Intelligence Training & Certification course, a bi-annual program designed to train intelligence personnel on aviation-specific requirements
- Served as unit Intelligence Oversight inspector, responsible for providing instruction to subordinate program managers on Intelligence Oversight guidelines and inspecting related records and practices

Counterintelligence/Human Intelligence (CI/HUMINT) Chief, 20XX-20XX
2nd Marine Expeditionary Force G-2, Camp Lejeune, NC
- Provided training and oversight to military personnel on proper implementation of interrogation operations and informant networks during deployments to Iraq and Afghanistan
- Drafted After-Action/"Lessons Learned" reports analyzing best practices for CI/HUMINT operations conducted over a two-year time period in both Iraq and Afghanistan
- Trained military and civilian personnel on the utilization of new software applications and procedures in support of intelligence collection operations and analysis

Company Chief/Senior Enlisted Advisor: 3rd Intelligence Battalion, Okinawa, Japan, 20XX-20XX
- Served as mentor to over 80 junior Marines assigned to 3rd CI/HUMINT Company
- Coordinated and implemented training plans and exercise schedules to ensure all personnel were proficient with new technologies, equipment, and basic infantry skills
EDUCATION

Masters of Arts in Teaching Elementary Education, 20XX
University of North Carolina Wilmington

Bachelor of Arts, Elementary Education, 20XX
College of Mount Saint Joseph, Cincinnati, OH

STUDENT TEACHING EXPERIENCE:

Heroes Elementary School Third Grade, Camp Lejeune, NC – Spring 20XX
- Taught and managed 19 third grade students
- Utilized the Department of Defense Education Activity Standards to create engaging, differentiated and integrated lesson plans in reading, writing, mathematics, social studies and science
- Collaborated with fellow grade level teachers to develop Science Technology Engineering Art and Math units
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students
- Attended workshops and professional development to increase knowledge
- Attended a field trip to the planetarium and contributed to students actively learning

FIELD EXPERIENCE:

Heroes Elementary School, Camp Lejeune, NC – Fall 20XX
- Taught and managed 20 first grade students
- Utilized the Department of Defense Education Activity Standards to create and teach students in language arts and social studies
- Provided small group instruction to help students in reading, focusing on techniques that could be implemented to improve student understanding
- Assisted the lead teacher with daily routines
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

Queens Creek Elementary School, Swansboro, NC – Summer 20XX
- Worked with students on mathematics skills
- Assisted the lead teacher with daily activities
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

Bitz Intermediate School, Camp Lejeune, NC – Spring 20XX
- Worked in small reading groups with third grade students
- Read texts together with a focus on gaining comprehension strategies
- Worked collaboratively with partnership teacher and other faculty to meet the needs of all students

St. Frances de Sales School, Cincinnati, OH - Fall 20XX
- Taught and managed 25 fourth grade students
- Implemented the Archdiocesan Graded Course of Study standards
- Executed comprehension skills with small groups of students

Covedale Elementary School, Cincinnati, OH - Fall 20XX
- Taught and managed 18 second grade students
- Planned and taught whole group instruction in Social Studies instruction
- Constructed a unit regarding Christmas around the World
Field Experience cont’d:

St. William School, Cincinnati, OH - Spring 20XX & Fall 20XX
☐ Taught and managed 20 first grade students
☐ Worked one on one with a visually impaired student
☐ Planned and implemented phonics instruction

St. Theresa School, Cincinnati, OH - Fall 20XX
☐ Taught and managed 22 fifth grade students
☐ Co-planned and co-taught art lessons

VOLUNTEER EXPERIENCE:

Good Shepard Center, Wilmington, NC – Fall 20XX
☐ Volunteered at the homeless shelter
☐ Served food and held conversations with the people visiting the center
☐ Entertained the young children staying at the facility with educational games and reading

RELEVANT WORK HISTORY:

School Age Teacher/ Summer Camp Teacher, Kids Educational Center IV, Hubert, NC, 20XX
Afternoon Staff/ Closer, The Children’s House, Cincinnati, OH 20XX-20XX
Price Hill Summer Learning Camp, Cincinnati, OH, 20XX & 20XX
New Beginnings Child Development Center, Cincinnati, OH, 2011
Oak Hills United Methodist Church Child Care Center, Cincinnati, OH 20XX-20XX
OBJECTIVE
To obtain a physical and health education teaching position

EDUCATION
Bachelor of Arts in Physical Education and Health K-12, December 20XX
University of North Carolina Wilmington
Concentration in Community Health
GPA: 3.51

TEACHING EXPERIENCE
Student Teacher, South Brunswick Middle School, Southport, NC, August 20XX-December 20XX
- Taught lesson plans according to NC Common Core Healthful Living Standards for 6th, 7th, and 8th grade classes
- Taught seven diverse classes a day; one of which was an Adaptive Physical Education Class
- Emphasized positive reinforcement to manage classroom behavior
- Attended professional development provided by the school to gain further knowledge
- Utilized technology, such as the Suuton Heart Rate Monitors and Hop Sports, to aid students with different learning styles
- Worked collaboratively with partnership teacher, administration, parents, and students

Field Experience, 20XX-20XX
Wrightsville Beach Elementary School, Rachel Freeman School of Engineering, Holly Shelter Middle School, and Roger Bacon Academy, NC
- Observed classroom teacher and behavior management systems
- Assisted in teacher responsibilities and participated in classroom activities
- Created and taught lesson plans

RELEVANT EXPERIENCE
Wilmington YMCA Afterschool Program, NC, August 20XX-July 20XX
- Role modeled positive behavior for children and staff
- Development and implemented daily program activities and special events
- Managed or assisted with the day-to-day operation of program site
- High level of interaction with kids, parents, staff and school community
- Became On-Site Director of the Afterschool Program in August 2011

Wilmington YMCA Summer Camp Program, NC, August 20XX-July 20XX
- Taught skill development in all activities at camp
- Corresponded to parents of campers
- Served as bus and cabin counselor, and role model for all campers
- Became LIT (Leaders in Training) Director for the Summer Camp Program in May 20XX

ICDI (I Can Do It) Program, University of North Carolina Wilmington, August 20XX-May 20XX
- Weekend Physical Education and Health program for students with Special Needs and parents
- Presented on University of North Carolina Wilmington program ICDI (I Can Do It) at NCAAPHERD state conference in Winston-Salem in November 20XX

INvolvement
- Physical Education Majors Club, UNCW
- Track and Field Special Olympics Volunteer, UNCW
- Basketball Olympics Volunteer, UNCW
- North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance (NCAHPERD)
EDUXACTION:
  Bachelor of the Arts, Elementary Education, May 20XX
  Concentration in Math and Technology
  University of North Carolina Wilmington
  GPA 3.2

HONORS AND AWARDS:
  North Carolina Teaching Fellow

RELEVANT EXPERIENCE:
Student Teacher: 2nd grade, Ogden Elementary School, Wilmington, NC, Spring 20XX
  • Teach 21 second graders with a wide range of academic levels and needs
  • Create, plan, and teach lessons in math, language arts, writing, science, and social studies
  • Implement Daily 5, Fundations, and small group math and reading instruction
  • Teach differentiated lessons that accommodate students of all levels and learning styles
  • Engage students in hands-on, inquiry-based learning activities
  • Integrate instruction of the Covey’s 7 Habits of Happy Kids to encourage character development
  • Learn and apply the Common Core and Essential Standards
  • Attend and participate in workshops, meetings, and staff development
  • Effectively communicate with students, parents, and staff members
  • Use Kagan partnering strategies to improve collaboration between students
  • Develop positive, nurturing relationships with each student
  • Plan instruction based on assessment data that leads to meaningful lessons and student growth
  • Utilize technology and 21st century learning skills during instruction

Field Experience: 2nd Grade, Ogden Elementary School, Wilmington, NC, Fall 20XX
  • Partner planned and taught lessons in math, language arts, reading, writing, science, social studies, and visual arts
  • Observed and assisted with Daily 5 and math rotations
  • Worked individually with students in math and reading
  • Assisted with transitions to and from the room

Field Experience: Kindergarten, Sunset Park Elementary School, Wilmington, NC, Spring 20XX
  • Observed the implementation of Fundations
  • Observed the incorporation of the 7 Habits of Happy Kids
  • Observed Daily 5 and calendar time
  • Worked with individual students on spelling

Field Experience: 5th Grade, Wilmington Christian Academy, Wilmington, NC Fall 20XX-Spring 20XX
  • Observed reading and math instruction
  • Taught a lesson on symmetry using visual aids and integrating technology through the use of Mimio
  • Led a whole group mini lesson on prepositions
Tutoring: Tutor 1st grader through the Education Lab in Watson College, Spring 20XX
- Planned appropriate math and language arts instruction
- Facilitated the learning of new skills in technology
- Tracked growth using data
- Conferenced and communicated with parents throughout the semester
- Assisted in writing and performing a final work

WORK EXPERIENCE:
Office Assistant, Listing Coordinator, Client Care Specialist, Coldwell Banker Sea Coast Advantage, Wilmington, NC, Fall 20XX-Fall 20XX
- Communicated with past, current, and potential clients throughout the home buying and selling process
- Coordinated client visits and delivered paperwork, signs, and lockboxes
- Networked with other agents throughout the Wilmington area
- Managed daily office tasks such as maintaining listings, answering phones, and organizing files
- Maintained agent’s personal website, created marketing booklets for individual listings, and maintained online marketing campaigns

Teacher Assistant, Grace Preschool, Clinton, NC, Fall 20XX-Summer 20XX
- Provided safety and care for children
- Developed nurturing relationships with the children
- Assisted in daily routines and activities
- Communicated effectively with parents and other staff members
- Developed appropriate activities and crafts
- Applied behavior strategies to ensure a positive environment
- Promoted to Head Teacher, Summer 20XX
  - Led and cared for a class of 11 three year olds
  - Planned age appropriate activities
  - Continued to communicate frequently with parents
SYLVIA SECONDARY
Street Address, City, NC   |   email@gmail.com   |   (252) 111-1111

EDUCATION

Bachelor of Arts in History, May, 2017
Social Studies Teaching Certification, Grades 9-12
University of North Carolina Wilmington
Dean’s List, 2015-2017
Historical Honor Society, 2014-2017
Sunshine Lady Foundation Scholar, 2012-2017

CERTIFICATIONS

| Mental Health First Aid Training                  | USCG OUPV Captain’s License |
| First Aid & CPR Certified                        | USCG Ordinary Seaman/Wiper Document |

RELEVANT EXPERIENCE

Teacher Intern, Sgt. Eugene Ashley High School, Wilmington, NC, January – May 2017

- Teach American History – The Founding Principles, Civics and Economics to 30 students in grades 10-12
- Assist in teaching AP Psychology to 35 students in grades 11-12
- Manage classroom behavior through differentiation of instruction and inclusion of competition in learning
- Utilize Smart Board Technology, projector, Chrome Books, and iPads to diversify instructional strategies
- Manage and accommodate the needs of students with IEPs and 504 Plans in the general classroom setting
- Assess student learning through informal assessments such as interactive group trivia, Exit Ticket Questions, and journal exercises to gather student insight and opinion. Incorporate formal assessments such as unit tests, quizzes, & projects
- Experienced in the education of ELL and special needs students within the general classroom setting
- Well versed in the design and implementation of differentiated lesson plans, assessments, & lesson materials for English Language Learners

Assistant Coach-Men’s Tennis, Sgt. Eugene Ashley High School, Wilmington, NC, January – May 2017

- Teach the fundamental skills & rules of tennis to 15 student athletes
- Assist with implementation of exercise and conditioning plan, preparing students for competition, and educating students on the sportsmanship associated with the game of tennis

Field Experiences, New Hanover, Pender, and Brunswick County Schools, Fall 2015 – Fall 2017

- North Brunswick High School: Observation and STAE Tutoring, American History I
- Emsley A. Laney High School: Observation and Assistant Teaching, Honors World History
- Sgt. Eugene Ashley High School: Observation and Assistant Teaching, Civics and Economics
- Heide Trask High School: Observation and Assistant Teaching, American History II

VOLUNTEER EXPERIENCE

- Disaster relief efforts and youth basketball coach, Church of Jesus Christ of Latter Day Saints
- Photography Archive Research, Core Sound Waterfowl Museum

LEADERSHIP

Noah’s Ark Fishing Charters, United States Coast Guard Licensed Captain, 2014 – Present

- Oversaw the safety and wellbeing of 6 passengers at a time in weather conditions and situations ranging from adverse to optimal
- Obtained sponsorships from variety of companies as a pro-staff captain

RESEARCH EXPERIENCE

Historical Research Assistant to Dr. William McCarthy, Department of History, UNCW, 2015

- Research topic: History of Ancient Pacific Island Trade Routes
- Assisted in finding of research sources including electronic sources, archival sources, ancient literature, & micro-film/micro-fiche
- Conducted research correspondence with professors at other academic institutions around the world in an effort to find additional research information from experts examining similar fields of study
EDUCATION:
**Bachelor of Arts in Music Education**, December 20XX
Minor in Jazz Studies
University of North Carolina Wilmington
GPA: 3.0, Dean’s List

RELEVANT EXPERIENCE:

**Marching Band Percussion Instructor/Staff Member**
John T. Hoggard High School, Wilmington, NC
- Teach and coach drum line and pit percussion
- Write and arrange percussion music for 29 students
- Assist with teaching marching fundamentals and drill formations to 104 band members
- Conduct and teach 55 students in concert band and 45 students in Symphonic Band

**Substitute Teacher**, New Hanover County, NC
- Sub in local middle and high schools
- Cover classes in all areas of instruction
- Teach anywhere from 15 to 60 students in one class

**Clinical Internship - Intern Band Director and Substitute Teacher**
H.J. MacDonald Middle School, New Bern, NC
- Taught instrumental music to 250 students grades 6 – 8
- Filed and sorted music by titles, names and parts
- Monitored students’ progress and managed classroom behavior
- Chaperoned field trips

**Clinical Internship – Intern Band Director**, Havelock High School, Havelock, NC
- Taught instrumental music to 120 students grades 9 - 12
- Ran drum line rehearsals for Indoor Percussion Line
- Administered and wrote out music exams

**Drum/Percussion Teacher**, Crystal Coast School of the Arts, Morehead City, NC
- Taught private lessons to students ages 4 to 18

**Percussion Instructor, Marching Band**, Washington High School, Washington, NC
- Taught and directed marching band rehearsals
- Wrote and arranged percussion music
- Coached drum line and pit percussion
- Assisted with music rehearsals

SUMMARY OF SKILLS:
Music
- Ability to teach and demonstrate all musical instruments
- Expertise in mallets, concert percussion
- Write and arrange marching percussion music

Computer
- Finale 2002
- Pyware Drill Writing software
- Microsoft Office: Word, Access, Excel, Power Point

INVolvEMENT:
Phi Mu Alpha Sinfonia National Fraternity of Music
Collegiate Music Education National Conference
Play percussion in church orchestra and instrumental ensemble
EDUCATION:
**Bachelor of Arts in Middle Grades Education**, University of North Carolina Wilmington 20XX
- Social Studies and Language Arts Concentration
- Dean’s List - G.P.A. 3.956 overall; G.P.A. 4.000 concentration

**Professional Development**, Airman Leadership School, Cheyenne, WY 20XX
- Graduated top of class
- Recipient of John L. Levitow Award

**Associate of Arts**, Cerro Coso Community College, Ridgecrest, CA 20XX

RELEVANT EXPERIENCE:
**Job Coach/Teacher Assistant**, Heide Trask Senior High School, Rocky Point, NC Fall 20XX - Present
- Transport junior and senior students to off-campus job sites, interviews, appointments, and field trips
- Collaborate with staff to develop and manage on-campus job ventures for occupational track students
- De-escalate, counsel, and manage behavior of EC students during a crisis situation on- and off-campus
- Develop classroom management plan and procedures for students employed off-campus to local businesses
- Create and maintain student databases that monitor student work hour requirements, progress, performance, and grades
- Act as liaison between school and local businesses that employ occupational track students for off-campus employment
- Facilitate job placement for students on- and off-campus, during junior and senior years in the occupational track of study
- Provide instructional support, direct instruction, lesson development, and tutoring to students in need of additional assistance
- Foster positive, healthy, social, and professional interaction between students through cognitive behavioral support and coaching
- Aid teachers; providing class coverage, guided practice, modifications, and classroom management assistance for at-risk students

**Student Intern**, MCS Noble Middle School, Wilmington, NC Spring 20XX
- Teach and manage six, sixth grade social studies classrooms consisting of 132 students
- Maintain positive and open communication with parents through conferences, phone calls, and informative letters
- Create and execute an original classroom management plan that takes into account the diverse needs of all students
- Dedicated to self-improvement; Attend a variety of professional staff development workshops/seminars/conferences
- Reflect upon and adapt instructional techniques to fit the needs of individuals through a focus on multiple intelligences
- Collaborate with teachers in planning, preparing, and organizing thematic unit using European geography as a focal point
- Conduct various baseline, weekly, and quarterly authentic assessments that measure social studies aptitude and achievement
- Incorporate multiple teaching methods, including cooperative learning, technological integration, and small group instruction
- Develop and implement rigorous and relevant lessons in subject areas of literacy, critical thinking, inquiry, and art appreciation

**Field Studies**, Burgaw Middle School, Burgaw, NC Fall 20XX
- Assisted primary instructor in all aspects of classroom management, instruction, and daily activities
- Taught complete classes with full responsibility for lesson planning, material development, and implementation
- Provided one-on-one tutoring assistance to students to achieve and sustain target levels in social studies and reading
- Successfully implemented enrichment activities and behavior modifications as a motivator for improving overall class conduct

**MILITARY EXPERIENCE:**
**United States Air Force**, F.E. Warren AFB, WY 20XX – 20XX
- Program manager: maintained file plan, and developed policies and procedures for all 790th SFS armory personnel
- Updated and maintained computer databases for over 1000 security forces personnel
- Maintained custodial accountability of 3.3 million dollars of government equipment, firearms, ammunition, and explosives
- Training manager: created all training programs, trained instructors, and jointly collaborated development of quality control testing
Your Name
Street Address
Wilmington, NC 28403
Phone number
e-mail address

REFERENCES

Reference Name
Title
Place of Employment
Work Address
City, State Zip
Work Phone
e-mail

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SAMPLE COVER LETTERS

YOUR ADDRESS
CITY, NC 27341

March 5, 20XX

Name of Contact Person
Title
School / Organization Name
Address
Hampstead, NC 28443

Dear Mr/Mrs/Ms/Dr.______:

Passion and creativity – these are two aspects I can bring into the elementary classroom to help my students grow as learners. When I was first placed at South Topsail Elementary School for my student teaching experience, I was very excited by the opportunity of teaching in one of the top elementary schools in Pender County. After completing 10 weeks of student teaching at your school, I have no doubt that South Topsail would be the school for me to grow as an educator because I found that I share similar goals and fit well within the dynamic of the other educators. I would welcome any job opportunity that came available at your school.

Becoming an educator has been my goal since a very young age. Through the various experiences during my college career in New Hanover County, I feel that students learn best when they are engaged and enjoying the material that they are learning. I use my creativity to bring these elements into the classroom. Whenever I can, I try to use activities that are hands on, incorporate movement, and relate to students’ interests and lives to help them enjoy and become more engaged in their learning. The passion I possess shows that I teach for the love of teaching and not for the money. My goal is to make sure every one of my students grows as a learner and as an individual. I aim to achieve this goal by setting up a positive classroom community and designing time to get to know all students as learners and people to help create an environment that caters to their learning needs in the most effective way.

A resume and letter can only tell you so much about my passion and qualifications. I welcome the opportunity to be able to meet with you. I am immediately available and can be reached at 336-111-1111 or EMAIL@gmail.com. Thank you for your time and consideration.

Sincerely,

NAME

Enclosures
March 22, 20XX

Ms. Constantinesco  
Principal  
Town Creek Elementary School  
6330 Lake Park Dr. SE  
Winnabow, NC 28479

Dear Ms. Constantinesco,


This quote from William Arthur Ward encapsulates my goal as an educator. The last word of this quote not only describes who I strive to be as an elementary school teacher, but is the reason I went into the field of elementary education; to inspire. This May I am excited to graduate from the University of North Carolina Wilmington with a Master of Arts in Teaching Elementary Education. In the future if a teaching position becomes available at Town Creek Elementary School I would appreciate your consideration for an interview.

I feel that my teaching philosophy aligns with the vision and mission statement at Town Creek Elementary School. As stated on your website; the focus at Town Creek is the whole child. This entails not only meeting the academic needs but the social and emotional needs of the child. I feel that as a teacher it is my responsibility to instill a love of learning and I would accomplish this by emphasizing the development of personal meaning through hands-on activity-based teaching and learning. This would also be accomplished by creating a classroom environment that is meaningful and purposeful.

As you will note in my enclosed resume, I have teaching experience, both in and out of the classroom. These experiences have not only enhanced my teaching ability, but have also confirmed my passion for the profession. I am eager to begin my teaching career and would be delighted to join Town Creek Elementary School.

I am excited about the possibility to further discuss my qualifications with you. I can be reached at PHONE OR EMAIL. Thank you for your time and consideration.

Sincerely,

Name
Ms. Tonya Colwell  
Principal  
Midway Elementary School  
1500 Midway Elementary School Road  
Dunn, NC 28334  

Dear Ms. Colwell:

The posting of current vacancies for elementary education teachers at your school closely align with my previous experience and expertise. Please accept my attached resume that will provide a summary of my qualifications and background for your review. Currently, I am employed at Union Elementary School as a teacher assistant and a bus driver. I am looking forward to beginning my career as a full-time teacher.

On May 11, 20XX, I graduated with my Bachelor of Arts in Elementary Education from the University of North Carolina Wilmington. As a teacher intern at Union Intermediate School, my philosophy is to provide a stimulating learning environment, while adhering to the North Carolina Standard Course of Study. As a teacher, I hope to motivate students in finding their inner strengths and abilities. Teaching to students is a great joy of mine and I believe in incorporating hands on and my life experiences into the teaching process to make it rewarding and enjoyable for the students. Education is the key to success for students and I believe that my instructional abilities, combined with strong interpersonal skills, experience, and work ethic would greatly benefit your educational program. The daily challenges within the classroom have prepared me as a 21st Century educator. I feel I have a talent for challenging students to excel in their learning.

I am excited about the possibility to further discuss my qualifications with you and how I would be an asset to the Sampson County School System. I am immediately available and can be reached at 910-111-1111. Thank you for your time and consideration.

Sincerely,

Name
Dear Dr./Mr./Ms./Mrs____________________:

As a very upbeat and eccentric person, who puts my whole heart into all that I do, I am excited to submit my resume for the elementary teaching position with Ogden Elementary School. I imagine a classroom full of smiles and excitement, ready to begin a new learning adventure everyday. It’s important to me to have my students to come to class knowing that imagination and individuality are great tools for learning and exploring the world around them, and that they will get plenty of opportunities to use both!

I want to be known as a teacher who helps guide her students through their learning experiences, and I want a classroom of thinkers who investigate and collaborate together. Being very creative, I feel that I am effective at using technology and integrating lessons so that children have an enhanced understanding of subject matter. As a performing artist at heart, I will try hard to incorporate the arts into my daily instruction because they increase student interest in topics and allow for differentiated learning to take place within the classroom.

In today’s society so many children come from differing backgrounds and I want my students to learn how to honor and praise one another’s differences, thus facilitating their chances for success in our wonderfully diverse world. I work hard everyday at being a positive role model in the lives of children because I know I will have some in my future classroom who do not have that at home. Students can come to me for advice and encouragement, and I want to create meaningful relationships with my students to enable them to feel comfortable and respected in and outside of the classroom. My classroom will be a judgment-free zone that encourages mistakes and individuality, and the inevitable learning that takes place from them. I want to be known as a teacher who encourages her students to admire differences, use their imaginations and dares them to dream without fear of ridicule.

Thank you so much for reviewing my resume and allowing me an opportunity to teach at your school. Please feel free to contact me at PHONE or EMAIL. I look forward to becoming a true team member and cannot wait for the real hands-on journey full of learning and new experiences to begin!

Sincerely,

Name
THANK YOU LETTERS

A thank you letter should be written IMMEDIATELY after each interview. It is expected – not optional.

Your street address
City, State, Zip Code

Today's Date

Dr./Mr./Ms. Administrator
Title
School Name
Street Address
City, State, Zip Code

Dear Dr./Mr./Ms.__________________________.

Opening Paragraph:
✓ Thank the interviewer for his/her time without apologizing for taking that time
✓ Mention the interview date to refresh the interviewer’s memory

Second Paragraph:
✓ Emphasize one or two of your strengths that are particularly relevant to the job
✓ State any information that you forgot to bring up in the interview
✓ Address any issues that you feel need further clarification
✓ Mention a couple of highlights from the interview

Closing Paragraph:
✓ Restate your interest in the position. This lets the interviewer know that you are genuinely interested in a position at his/her school
✓ Indicate that you hope to hear from them soon.

Cordially,

Signature

Your Name
Dear Dr. Jones:

I sincerely enjoyed meeting with you yesterday and learning more about the French Teacher position at George Washington High School. Our conversation confirmed my interest in becoming part of your teaching staff.

It was particularly exciting to discover the possibility of developing interdisciplinary units with the History Department. As I mentioned, my focus in working with children is to demonstrate the connection between language and everyday life. The challenge of starting a French club would certainly provide me with an outlet for this goal. I feel confident that my experience both in France and in the classroom would enable me to meet the challenges of the job effectively.

Please extend my thanks to Dr. Smith of the History Department and to Mr. Johnson of the District Personnel Office for their efforts in making my visit so pleasant. I look forward to hearing from you by August 15, 2005. Again, thank you for your time and consideration.

Sincerely,

Your signature here

Susan Backhaus
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