



Employment Guide for Educators

Table of Contents

Education Employment Search Timeline (2)

Basic Education Resume (3)

Education Resume Sample (4)

Cover Letter and Thank You (5-6)

Action Verbs (7-8)

References (9)

Interview Attire (10)

Teacher Interview Questions (11-12)

Considerations for Accepting a Teaching Position (13)

Notes (14)

Kent State University • Career Exploration and Development

261 Schwartz Center • 330-672-2360 • www.kent.edu/career

Education Employment Search Timeline

2nd Semester Junior Year/1st Semester Senior Year

- Learn about Career Exploration and Development (CED)-attend Ed SuperStart and register with CED's Flash @ Work
- Begin to identify reference letter writers
- Develop list of schools of interest and research them
- Write rough drafts of resume and cover letter(s)
- Compile as much of portfolio as possible (smaller is better)
- Visit CED coach during drop-ins for resume/cover letter critique
- Reserve date on calendar for education job fairs, including:
 - Teacher Employment Day (TED) held each spring at Kent State
- Become familiar with education vacancy Web sites

February

- Update Flash @ Work registration (especially resume)
- Submit your resume to the Resume Book on Flash @ Work
- Begin to practice interviewing by completing a mock interview
- Contact schools to ask if they anticipate openings next school year in your field
 - If school says yes, ask application process and follow it
 - If schools says no, place at end of call list and check back at later date
- Research districts online, read local newspapers, and speak to current/past employees
- Register with online education consortiums and recruitment Web sites

March/April

- Participate in TED (make sure you have researched schools prior to the event)
- Send thank you letters to recruiters within 48 hours
- Continue to complete applications and respond to on-line postings
- Visit CED Web site and watch for CED emails for job postings
- Follow up on applications sent previously by calling districts
- Update resume and portfolio as needed (ensure most recent resume is uploaded with CED)
- Add to reference letter file
- Schedule second round building interviews after meeting with districts at TED

May/August

- Continue networking with districts – step cannot be omitted!
- Evaluate job offers wisely and do not sign contracts prematurely
- Contact CED with employment status and update Flash @ Work registration for future needs

NOTE: This is not intended to be inclusive but rather a rough guide. Certain steps may need to be repeated often and other steps may need to be added.

RESUME WRITING

Basic Education Resume

What Should Your Resume Look Like?

Everyone's resume is going to differ in terms of organization, formatting, and experiences. There are some general resume rules to keep in mind. Resumes need to be unique to your experiences. Remember the three C's of Resumes:

- **Clear** – Is it easy to find your information? Is it readable?
- **Concise** – Is it to the point and focused on the important information?
- **Consistent** – Does the formatting and font stay the same for the whole document?

The Parts of a Resume

Heading

- Your name, address, phone number, and email at the top
- You can include a temporary address as well as a permanent address

Objective (optional)

- Keep it concise, identify grades and certification areas you are willing to teach
- You may include your interest in supervising extracurricular activities
- Avoid phrases like "Desire a challenging position" or "cares about students." Address your motivation to become a teacher or what you hope to accomplish as a teacher in your cover letter and/or application

Education

- Your degree is the basic qualification for teaching
- List your degree, the name and location of the institution, and graduation date. Include a GPA if it is 3.0 or above
- If you have unique educational experiences, such as study overseas, include this information here

Licensure

- Specify the type of license, subject area/grade levels and pending date of receiving

Professional Preparation

- This section includes student teaching, practicum, and field experiences
- State the school, location, and dates
- Include facts of your teaching assignments such as the number of students and/or classes, grade levels, subjects, etc.
- Describe your experience in specific terms. All student teachers write lesson plans – what specifically did you prepare and present? What lessons, unit plans, and learning centers did you design? Make your experience unique.
- Use past-tense action verbs that capture your skills and nouns that describe your accomplishments

Experience

- This need not be paid experience. Emphasize teaching related experience first – a summer camp counselor, Special Olympics volunteer, tutor
- You may want to create a section titled, "Related Experience"
- Consider "What do I want to tell administrators about my education and experiences which prove I will be an excellent teacher?"
- Describe these experiences in a manner consistent with your student teaching descriptions
- Begin with your job title, employer, location, and dates. Include the facts of your experience and specifically describe your skills and accomplishments
- All experiences are not equal. Those most related to education deserve more detail that requires more space on the paper. Other experiences may be included to show how you constructively spent your time and/or earned money for college, but may require just a brief description.

Optional Categories

- Include college or community activities (if you haven't done so under "Experience") proving that you will be active as a teacher, too.
- If you have attended informative seminars or conferences include this information

Do Not Include

- High school education and activities
- Personal data such as height, weight, date of birth, or marital status
- Avoid irrelevant information. Ask yourself "Why does a principal/school administrator need to know this?"

Sample Education Resume

Theresa Teacher
1234 School Ave, Elementary, Ohio 44123
(123) 456-7890
Elementaryteacher@kent.edu

Objective

To obtain a K-3 teaching position at an elementary school utilizing strong dedication towards children's development and learning needs.

Education

Bachelor of Science in Education
Kent State University Kent, Ohio
Major: Early Childhood Education
GPA: 3.71
Academic Honors: Dean's List

May 2017

Licensure

Ohio Resident Educator, Early Childhood PK-3

Pending: May 2017

Student Teaching and Field Experience

Kindergarten, Knox Elementary School, Alliance, Ohio

September 2016 - May 2017

- Organized and implemented a three day unit plan on seasons that encompassed literacy and science.
- Implemented guided reading lessons that focused on students' strengths and activities that provided them with the opportunity to grow such as word work and writing extensions.
- Incorporated literacy lessons that were dedicated to providing children with experiences to write about topics related to their personal life.
- Developed differentiated math lessons for small groups of children through assessing the children on their number recognition and mathematical capabilities.
- Assessed children through use of an observational checklist that included the objectives created for the lesson.

3rd Grade, West Main Elementary, Ravenna, Ohio

January 2016 - May 2016

- Taught one section of language arts to 25 students who were at an average third grade reading level.
 - Students went to special education classroom to read poetry to work on fluency.
- Facilitated a parent involvement activity to increase participation in the classroom through inviting parents in to observe their children's work.
- Crafted individual lessons for a struggling reader to provide opportunities to improve reading level.

Preschool, SCOPE Academy, Akron, Ohio

January 2015 - December 2015

- Taught 12 children, one with Autism, in an all-day preschool program.
- Collaborated with cooperating teacher to create centers that incorporated different content areas such as literacy, science, and math.
- Researched how leadership can be supported in the classroom and displayed findings at a gallery session.
- Created developmentally appropriate activities for a child with autism to help with social and academic skills.

Related Experience

Paraprofessional, Reilly Elementary, Salem, Ohio

January 2016 - Present

- Assisted in teaching 25 children, many with IEPs, in an inclusion classroom.
- Reinforced learning of new skills and materials with small and whole groups of children.
- Created strategies to help meet needs of children with Autism such as providing cue cards and using sign language to communicate.

Activities

Secretary, Chi Omega, Kent State University, Kent, Ohio

September 2015 - May 2017

Most entry-level teachers will have a 1 to 2 page resume. If you have trouble keeping your resume to two pages consider whether some information is best left for a cover letter, application, or the interview.

For electronic transmission of your resume, employers often prefer certain formats. One of the easiest and most reliable methods is to convert your resume to a PDF through Adobe Acrobat Writer.

Cover Letter - Structure and Content

- The cover letter, or letter of application, always **accompanies a résumé that is mailed**. A cover letter may or may not be required for an online posting, so **adhere to application guidelines**. A cover letter is NOT needed when handing your resume directly to an employer. In general, although a cover letter may not be formally requested, an assumption should be made that it is required.
- Your letter must be **free of errors and grammatically correct**. Do not over use the word “I”.
- If the employer asks you to include **salary requirements** in the letter, always state your requirements in a range, and that you are open to negotiation.
- **Customize your letter** to each organization and match your skills, experience, and personality traits to the position.
- **Read your letter out loud** to ensure that your ideas flow and to catch any awkward sentences or overuse of words or phrases.
- Use a **business letter format** with left-justified margins, and center the letter vertically on the page.
- The letter should be **no more than one page** in length and printed on the same paper as your résumé.
- For **electronic transmission of your letter**, employers often prefer certain formats. One of the easiest and most reliable methods is to **convert your cover letter to a PDF** through Adobe Acrobat Writer.

Your Present Street Address

City, State Zip Code

----- 1 Line Space

Today's Date

----- 2 Line Spaces

Individual's First and Last Name (If no name available, try to identify the organization if possible).

Title

Organization

Street Address

City, State, Zip Code

----- 1 Line Space

Dear First and Last Name: (Use “Dear Hiring Manager” if specific contact information is not available).

----- 1 Line Space

Introduction. (First paragraph) • Indicate the position for which you are applying and how you learned of the opening (name of publication or website, career center, employment service, etc.). • State basic reasons for applying and why interested in the position in a way that will capture the attention of the prospective employer. Use qualifications directly from job description.

----- 1 Line Space

Body. (One to two paragraphs.) • Highlight your 3-4 qualifications specific to the position. • If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. • If you have practical work experience or an internship, indicate specific achievements or unique qualifications. • Provide evidence of skills. • If asked to include “salary requirements,” always state a range and that you are open to negotiation.

----- 1 Line Space

Body. (One paragraph.) • State why you wish to work for this particular company, and how you can contribute to their products or services. Show you've done research about the company. What do you like about their values or missions? What new initiatives are they working on that you're interested in? What is it about their approach that makes you want to work for them?

----- 1 Line Space

Conclusion. (Closing paragraph) • Express the fact that you are qualified for the position. • Indicate your desire for a personal interview to discuss your qualifications. • List your phone number and email in the letter and offer any assistance to help in a speedy response. • Advise the employer of your flexibility as to the time and place. If necessary, specify a certain time to call. • Indicate that you will call in one – two weeks to confirm that your materials have been received, or close with a statement or question that will encourage a response. • Thank them for their time and consideration.

----- 1 Line Space

Sincerely,

----- 3 Line Spaces

Place your neatly handwritten signature here.

Your Name Typed

Thank You Letter - Structure and Content

- The thank you letter **can make a critical difference** in your candidacy and help you stand out among other candidates.
- Prepare your letter using a business letter format on high quality paper. Depending on your relationship with the person who interviewed you, a handwritten note on professional stationery or note card may also be appropriate.
- If you previously corresponded with the employer by email, it is acceptable to **send your thank you "letter" via email**. However, post mail often conveys a more personal touch.
- The letter should be **addressed to the person with whom you interviewed**. Ask for your interviewers' business cards, or write down the interviewers' titles and the proper spelling of their names before leaving the interview site. If there were a number of interviewers, send a customized thank you letter to each individual.
- Keep your letter brief and concise. Mention the date of your interview and **affirm your continued interest** in both the position for which you interviewed and the organization.
- **Reiterate your most important skills and qualifications**, how you expect to **contribute to the organization**, and any unique points of interest discussed during the interview. You may also add any details or skills you forgot in the interview, and you can also attempt to ease any reservations you heard from them.
- Express your appreciation for the opportunity to interview, tour the facilities, meet other employees, etc., and confirm follow up procedures.
- Supply any additional information that was requested at the time of the interview.
- Mail your thank you letter in a matching envelope within 24 – 48 hours following the interview.

Thank You Letter -- Sample Structure and Content

1234 Main Street
Kent, Ohio 44240

----- *1 Line Space*

Date

----- *2 Line Spaces*

Susan Smith
ABC Pharmaceutical Company
543 Main Street
City, Ohio 44444

----- *1 Line Space*

Dear Ms. Smith:

----- *1 Line Space*

Thank you for the opportunity to interview with you on Friday, March 2XXX. I appreciated the company tour and an opportunity to meet a number of your staff. The Account Representative position we discussed is an excellent opportunity for which I feel uniquely qualified.

----- *1 Line Space*

As we discussed, my background in the sciences as well as business will enable me to interact effectively with both physicians and pharmacists. Not only would I be able to discuss the technical aspects of your products, I understand first hand from my internship experience the importance of marketing strategies and building relationships, while also meeting the bottom line.

----- *1 Line Space*

If you need any additional information, please do not hesitate to contact me by phone at (330) 333-3333, or via email at jjones@kent.edu. Again, thank you for the opportunity to interview for this exciting position. I look forward to hearing from you soon.

----- *1 Line Space*

Sincerely,

----- *3 Line Spaces*

Jill Jones

*Have your letters reviewed by a Career Advisor during daily drop-in hours.
For more information, visit www.kent.edu/career.*

RESUME/LETTER WRITING

Action Verbs Add Impact

No one seeking employment should be without **carefully chosen action verbs to describe accomplishments, skills, and experiences** on their resumes and cover letters!

Administrative/Organizational Skills					
abbreviated abolished accomplished adjusted administered admitted advanced arranged bid categorized changed	charted closed distributed edited filed finalized formalized collected combined condensed consolidated	continued coordinated deployed displayed gathered highlighted mapped out merged monitored normalized operated	optimized orchestrated ordered organized outlined planned prepared prioritized processed produced projected	registered reorganized repaired replaced rescheduled reserved retained routed scheduled shipped streamlined	submitted summarized supplied supported systemized transcribed transformed updated upgraded utilized verified
Communication/Helping Skills					
acknowledged acquainted addressed advertised advocated aimed answered appealed arbitrated articulated assisted	bestowed briefed calmed collaborated communicated contacted contracted conveyed cooperated corresponded corroborated	debated discerned discussed dispensed diverted elevated emphasized endorsed greeted influenced interacted	interviewed introduced justified listened marketed mediated molded motivated navigated negotiated participated	partnered persuaded presented prescribed promoted propelled proposed provided queried questioned reconciled	renegotiated represented resolved responded sold spoke unified verbalized
Creative Skills					
accentuated acted catered composed conceived conceptualized crafted customized created derived designed	developed devised diversified drafted enacted engineered enhanced entertained established exhibited extricated	fashioned forged formed fortified founded illustrated imagined implemented improvised individualized initiated	innovated inspired integrated intensified invented mastered minimized modeled modified optimized originated	perceived performed positioned photographed pioneered produced proliferated prospected realigned rebuilt recycled	renewed renovated reused solidified sparked specialized transformed transitioned trimmed wrote
Data/Financial Skills					
accounted for accumulated added adjusted bought budgeted calculated certified aligned allocated altered	analyzed anchored appraised audited balanced budgeted catalogued collected compared computed counted	counteracted cut decreased documented earned economized eliminated entered estimated expedited expended	exported factored financed forecasted furnished garnered generated imported increased insured inventoried	lowered liquidated maximized measured projected processed received recorded reduced reviewed revised	saved secured selected slashed supplemented totaled tracked transferred upgraded yielded

Action Verbs for Resumes and Letters

Management/Leadership Skills					
accomplished achieved adjudicated appointed approved attained attended authorized brainstormed centralized	chaired championed closed commanded commissioned considered controlled curtailed critiqued delegated	demonstrated designated determined directed distinguished dominated drove elected enforced entrenched	executed excelled foresaw governed headed housed hosted hired involved joined	launched led leveraged managed moderated officiated orchestrated oversaw presided progressed	regulated reinforced repositioned restructured spearheaded strategized supervised terminated thwarted won
Teaching/Training Skills					
adapted addressed advised affirmed captivated cautioned celebrated clarified coached	conducted consulted corrected counseled debugged delivered demonstrated educated employed	empowered enabled encouraged evaluated explained facilitated fostered graded guided	handled hired implemented informed instilled instituted instructed interviewed lectured	licensed mentored observed oriented quizzed recruited rehabilitated reinforced serviced	stimulated studied substantiated taught trained tutored united
Technical/Research Skills					
ascertained analyzed applied authenticated built capitalized certified classified coded compared complied	conceptualized conducted connected constructed converted deciphered decoded defined detected diagnosed differentiated	discovered examined experimented explored focused generated hypothesized identified indicated inspected installed	interpreted investigated located logged manipulated manufactured piloted pinpointed predicted procured programmed	rated recaptured reengineered researched restored resulted in retrieved revealed safeguarded screened searched	separated solved specified standardized surveyed synthesized tested troubleshoot uncovered upgraded validated
Miscellaneous Skills					
accelerated acquired administered aided assembled assessed assigned assumed assured augmented authored awarded	captured catapulted commercialized compelled completed concluded conserved crystalized decided detailed doubled earned	effected elicited endured energized enlisted ensured exceeded exercised exhorted expanded exploded extracted	familiarized formulated gained graduated halted honored improved incorporated judged masterminded maximized obtained	overcame overhauled perfected proved purchased purified qualified raised recognized rejuvenated remedied returned	revitalized sanctified satisfied served spearheaded strengthened succeeded surpassed synergized targeted

Examples of action verbs *in action* ...

- *“Achieved highest annual sales volume among 90 employees at retail store.”*
- *“Provided network and desktop support to over 100 users across six departments.”*
- *“Collaborated with co-workers to develop a semester teaching unit on culture, ethnicity, and identity.”*
- *“Organized and facilitated two, in-service training programs for residence hall advisors.”*

For more information, visit www.kent.edu/career

ALL ABOUT REFERENCES

Poor references can be the root of the problem when job hunters are having no success.

Before leaving a position, request reference letters from the following people (listed in priority order):

1. Past supervisors of any jobs you've held (except family members). i.e. cooperating teacher and supervisor, prior boss in any teaching related fields.
2. High ranking officials in organizations for which you've worked (i.e., Vice-President, School Principal, etc.)
3. Professors who know you well and can speak of your abilities teaching.
4. Those who know you well enough to share about your work skills/habits. (co-workers, advisors for organizations in which you are/were a member, supervisors from volunteer experiences). Many employers do not weigh personal references equally with professional ones so they are generally not recommended.

Steps for gathering references:

1. Ask a person if they'd be willing to write a positive reference letter on your behalf. Make sure it is addressed "To Whom it May Concern" so you don't need to keep asking them to write new letters addressed to specific individuals – this is too time consuming). Be sure to send out only copies of your references, NOT the originals.
2. Give references a recent copy of your resume and ensure they know the positions for which you are applying.
3. You may need to ask for specific letters of reference for certain positions in which you are particularly interested. Inform your reference writers of the job description and which areas of your talents and skills you'd like them to highlight. Don't ask all of them to emphasize the same areas. Since you want letters that are positive and supportive, refresh the letter writer of what you did for them; update him/her on what you've done since then.
4. If you feel that someone will be “phone-call reference checking” (i.e. after a successful interview) call your references and inform them. Highlighting your interview discussion with them will allow them to be more prepared for the reference checker's questions.
5. Keep a list of 3-6 references ready at all times so you can provide it when asked. In case it is requested, always take it with you to interviews,. A sample reference excerpt appears below. The actual document would have all contacts centered vertically and horizontally on the page.

References For

Laurel A. Keller

Ms. Anna Lorning, Office Manager
(Current Supervisor)
Kent State University Admissions Office
P.O. Box 5190
Kent, Ohio 44242-0001
(330) 672-2252
alorning@kent.edu

Additional entries would be added to reference page (normally 3 contacts are provided).

DRESSING FOR SUCCESS

For Career Fairs, Interviews, and General Professionalism

Why Dress Professionally?

Experts agree that a conservative, professional approach to dress for an interview is best. While the organization, career field, and perspective of the interviewer all influence expectations, it's your appearance that makes the first impression.

Shirts

- 1) *Dress shirt*- a conservatively-colored beige, white, black, or blue is a safe range to stay within. Long sleeved shirts are best.
- 2) *Polo shirts*- okay if the environment is to be more casual.
- 3) *Dress blouses*- try to avoid plunging neck lines or bright colors. Conservative colors and patterns are best.

Blazers and Suits

- 1) *Coordinated Pant Suits*- Dark colors are best- black or navy blue.
- 2) *Suits*- Dark colored suits, properly fitted, wool or wool-blend suits are preferred.
- 3) *Blazers*- Dark colored and conservatively patterned. Best if worn over dresses or coordinated blouses. Sports Jackets are not preferred.

Dresses and Skirts

- 1) *Skirts*- Not more than one inch above the knee is best, dark or conservatively colored.
- 2) *Dresses*- Not more than one inch above the knee, conservatively colored, no thin straps. Best if worn underneath a coordinating jacket or blazer. Fabric should not be overly tight.

Accessories

- 1) *Ties*- Conservative ties- no bright colors or loud patterns.
- 2) *Belts*- A good leather or faux leather belt to show attention to detail and quality.
- 3) *Jewelry*- Minimal and conservative jewelry- not overly large or flashy.
- 4) *Watches*- Dress watches are best. Nothing overly flashy.

Hygiene- Hair, makeup, etc.

- 1) *Nails*- Trimmed or filed, neat and clean. Nail polish should not be chipped, and should be conservatively or classically colored.
- 2) *Hair*- Brushed and polished-looking. Hair past shoulder length should be pulled back from the face.
- 3) *Facial Hair*- Well-groomed and trimmed.
- 4) *Cologne/Perfume*- Just a dab will do- not too heavy.
- 5) *Showered/Bathed*- Make sure you are freshly showered! Use deodorant and make sure breath is fresh.
- 6) *Makeup*- Minimal and conservative makeup is best.

Socks and Shoes

- 1) *Dress Shoes*- Dark colors, polished and buffed. No loafers.
- 2) *Dress Socks*- Dark colored socks, conservative, minimal patterns.
- 3) *Dress Heels*- Moderately- tall heels are best, in dark or conservative colors. Nothing too tall- no platforms or open-toe or open-heel shoes.
- 4) *Hose and Tights*- Neutral-colored, no runs.

Other Considerations

- 1) *Pen and Portfolio*- Bring a nice pen and a professional portfolio for resume copies instead of a backpack.
- 2) *Clothing*- Should be freshly washed and pressed, as well as lint-rolled.
- 3) *Fit*- Make sure clothing is properly fitted, not ripped, and not missing buttons.
- 4) *Tattoos*- Consider covering heavy or excessive tattoos and body piercings.
- 5) *Teeth*- Make sure they are clean! No smoking prior to interviews, no chewing gum.
- 6) *Posture and Handshake*- Upright and confident posture, firm handshake.

GENERAL QUESTIONS

- Why did you decide to enter the field of teaching?
- What are your professional experiences?
- How have your past experiences prepared you for teaching?
- How would you describe your last principal?
- What qualities do you have that make you an effective teacher?
- What has been your most positive teaching experience? Most negative?
- How have you communicated student progress to parents?
- How have you used (or would you use) aides or parent volunteers in your classroom?
- What activities will you sponsor if you are hired for this position?
- What do you know about our school district? What do you know about our community?
- Why should our district hire you?

SUBJECT AREA AND GRADE LEVEL QUESTIONS

- How have you emphasized the development of basic skills (advanced skills)?
- Describe a critical issue in your subject area.
- Why is your field important for a student to study?
- Describe an ideal curriculum in your area of study.
- What should students have gained from having taken your course?
- What do you feel is your strongest subject (or teaching) area? What subject is most difficult for you?

TEACHING TECHNIQUE QUESTIONS

- What principles do you use to motivate students?
- Describe effective teaching techniques that result in intended learning.
- Define cooperative learning and give an example of how you have used it.
- How would you individualize instruction to meet the needs of all your students?

PHILOSOPHY OF EDUCATION QUESTIONS

- What is your philosophy of education?
- What is the role of the teacher in the classroom?
- What is the role of the principal?
- What is the role of a teacher's aide in the classroom?
- How would you use parents in the classroom?
- What do you consider an ideal class size?
- What is the most important issue facing the field of education today?
- What is the most exciting thing happening in your field of study?
- What should schools do for students?
- What is the toughest aspect of teaching today?
- What is the role of homework?
- What is your system for evaluating student work?
- What would be the ideal philosophy of a school for you?
- How do you feel about observations by supervisors?
- How do you communicate with parents about a student's progress?

Education Employment Questions

ASSESSMENT/EVALUATION QUESTIONS

- How would your students describe you?
- How would your colleagues describe you?
- How would your last principal describe you?
- How would you appraise your teaching performance? How do you determine if your students are learning?
- What forms of assessment do you use? Do you grade on ability or effort?

CLASSROOM ORGANIZATION/LESSON PLANNING QUESTIONS

- What is your educational preparation?
- Describe the physical appearance of your classroom.
- Describe independent study projects your students have completed.
- How do you structure your class to achieve maximum benefit from student/teacher contact?
- Describe the format you use to develop a lesson.
- How do you handle the different ability levels of students in classes?
- How do you handle different ability levels of students? Different cultures? The gifted? Educationally or economically underprivileged? Limited English-speaking?

CLASSROOM MANAGEMENT QUESTIONS

- What have you found to be the toughest aspect of discipline?
- Describe your most difficult student discipline situation and how you handled it.
- Explain the structure of your discipline plan. What rules do you establish in your classroom?
- What rules have you established for your classroom?
- How would you handle cheating?
- How would you handle a student who is a consistent behavioral problem in your class?
- How would you handle a student sleeping in your class?
- What would you do if a student has been absent from your class for several days?
- If a student were to tell you they have engaged in some illegal or immoral activity, what would you do?

PROFESSIONAL ACTIVITIES/KNOWLEDGE QUESTIONS

- What professional development topics interest you the most?
- What professional organizations do you belong to or would you like to join?
- How have you recently improved your professional skills? What are your plans for future education/skill development?

For more information, visit www.kent.edu/career

Considerations for Accepting a Teaching Position*

OVERALL DISTRICT REPUTATION AND QUALITY

- Research the district; talk with parents, students, teachers, secretaries. Look at the district Report Card.
- How many of the last referenda have passed?
- What is the composition of the School Board?
- How well does the Board work with the teachers? With the administrators?

ADMINISTRATIVE POLICY

- Is there flexibility? Will you have leeway in the way you teach?
- Is there room for creative differences?
- Can you work with the building administrators?

SALARY AND BENEFITS

- Is the package you are being offered competitive with others in the area? What makes it a good package?
- What are its drawbacks?
- What was the percentage of salary increase last year?
- What are the steps in the salary schedule?
- Does the district offer funding for professional development and continued education?

LOCATION

- Is the school within a commuting distance for you?
- Will you have a difficult time arriving at work in adverse weather?
- What is the composition of the community? Learn as much as you can about the community before interviewing.
- What advantages does the community provide?
- What kinds of families have school-aged children? Where do most of the teachers live?

PARENTAL INVOLVEMENT/INTEREST IN THE SCHOOLS

- What percentage of the parents attended the last open house?
- Do parents resist or support educational innovations and reform?
- How much parental support is there for the teachers?

TEACHING STAFF

- What is the average age of the faculty? What is the average educational level?
- What is the average number of years that teachers have been with the district?
- How many internal promotions have there been?

BUDGET

- Will you have to furnish many of your own supplies, or will the district support reasonable requests?
- How much input will you have in determining what materials will be ordered?

CURRICULUM DEVELOPMENT

- How much voice do teachers have in curriculum planning?
- Is the district technologically competitive?
- Are programs current?
- Is the curriculum one with which you are familiar?

PROBLEMS

- What are the major educational and social problems facing the district?
- What sorts of actions are being taken to resolve the problems?
- What long-range planning is in place to address issues of concern?

INNOVATIONS

- How up-to-date is the school?
- What is the physical appearance/condition of the facility?
- What are standardized test scores? What sort of testing is done?
- How does the school rate in comparison to others in the state?

Notes: