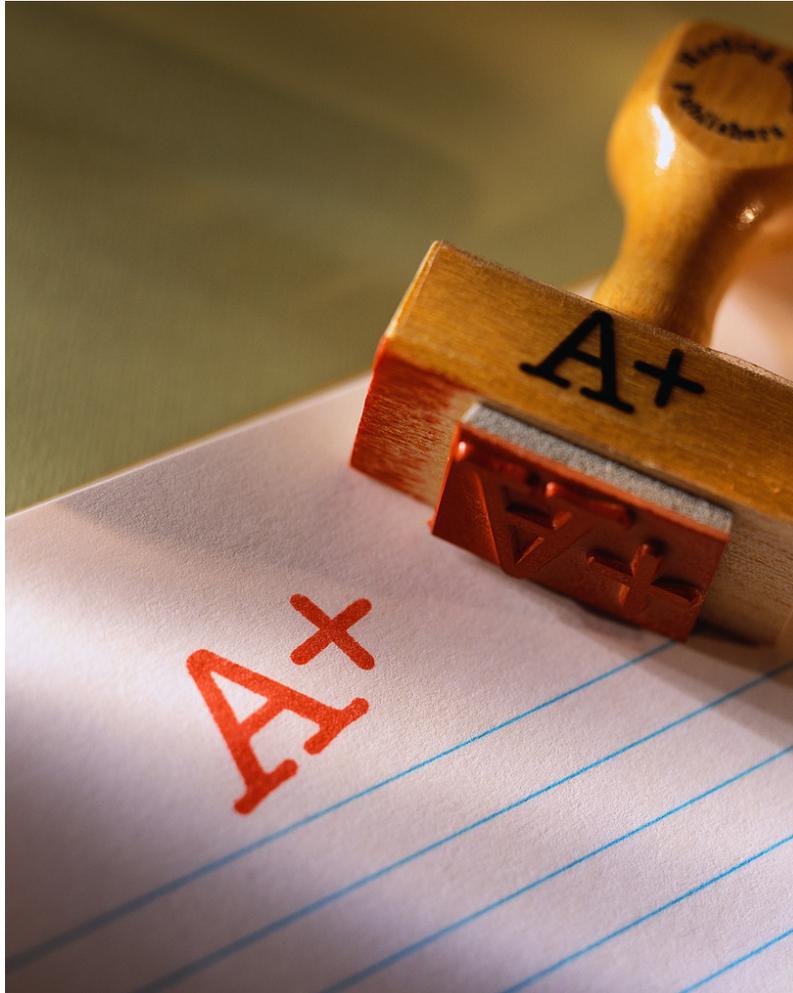


RESUMES AND COVER LETTERS

FOR

EDUCATORS



*Career Services Center
Old Main 280
Western Washington University
Bellingham, WA 98225-9002
email: careers@wwu.edu
(360) 650-3240*

OUR MISSION

The Mission of the Career Services Center is to provide Western students and alumni comprehensive services and information enabling them to match their personal attributes, experience and education in the realization of their career potential.

The Career Services Center is dedicated to serving the needs of all students regardless of gender, ability differences, sexual orientation or ethnic background. Individuals needing special assistance should contact one of the staff. Adequate advance notice is necessary.

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THE RESUME

Basically, a resume presents an outline of your educational background and work history along with a limited amount of personal data. It should be short and concise, presenting an employer with the information pertinent to your career objectives in a brief, easy-to read format. One page is usually sufficient for new college graduates with limited work histories, but experienced individuals may need two pages.



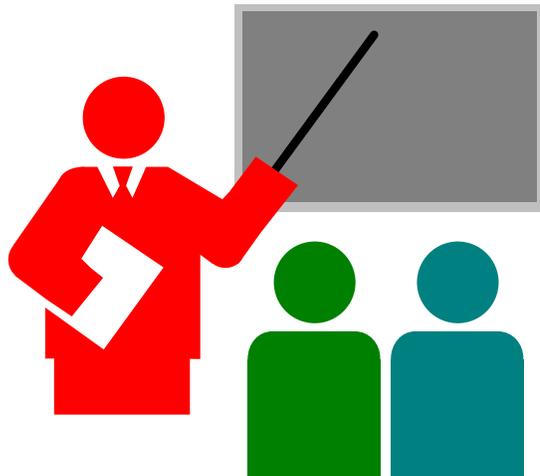
A variety of formats can be used for resumes. However, in our experience with university students and other job seekers, we have found that the chronological format generally works the most effectively. This approach operates on the assumption that your most recent experience is the most relevant. Consequently, information concerning your education and experience is presented in reverse date order. The information which follows details the elements that are typically included in a chronological resume.

THE BASIC ELEMENTS

There is no one correct way to write a resume. However, there are some basic elements you need to include in your resume:

- 1) **Identifying Information** - The very first information on your resume should be your name, address and phone number (and/or message phone number, if applicable), including both zip and area codes. Your prime objective is to get employers to remember you, so you might want to highlight your name using bolding, caps or a larger font.
- 2) **Career Objective** - You may or may not wish to include an objective on your resume. If used, it should be a very specific statement about the type of position you are seeking. If you plan to explore a variety of different opportunities, you will probably be better off using your cover letter to explain the type of position you are seeking so that you can tailor your statement to the particular organization you are contacting.
- 3) **Certification** – This is the area separate from and above the Education section. It details the type of certificate (ie: Washington State Residency Certificate) and the date issued or anticipated. Endorsements and Most Highly Qualified designations are also included in this section.
- 4) **Educational Background** - With emphasis on the highest education level attained, list your college experience including name and location of institutions attended, degrees earned or to be granted, major, special coursework, and dates of completion. You may also want to list any outside training you have received (such as special workshops or seminars) which is pertinent to your career objectives. If you lack relevant work experience you should place this section before the one on employment. When writing your resume you always want to “put your best foot forward” by arranging the information presented in order of importance.

- 5) **Teaching Related Experience** - List in reverse chronological order experiences you have had which directly relate to teaching, working and/or volunteering with children. Include such subheadings as Classroom Teacher, Substitute Teacher, Student Teacher, Practica, Tutor, Camp Counselor, etc. The experiences which most directly relate to the position for which you are applying should be emphasized. Typically, those would be student teaching and substituting for the entry level teacher and contracted experiences for the veteran teacher.



In highlighting your experiences, include only the information that would be relevant to the position you seek. Be sure to use language which indicates you are current with curricular, instructional and philosophical trends in your field. At the same time, the resume should not appear verbose or full of clichés. Using brief examples is a way to build a positive image in the mind of the resume reader.

- 6) **Work Experience** - At this point, you will need to make a judgment call on how specifically you will list your current and former employment. For the candidate, **Teaching Related Experience** is often the strongest statement one can make. However, prospective employers can learn many positive things about a candidate from other employment as well. If you have been in the work force, you have no doubt gained a number of transferable skills which will assist you in the classroom. In addition, your work history before and during college may leave a positive impression of someone who is energetic, ambitious and willing to work hard to reach his/her goals.

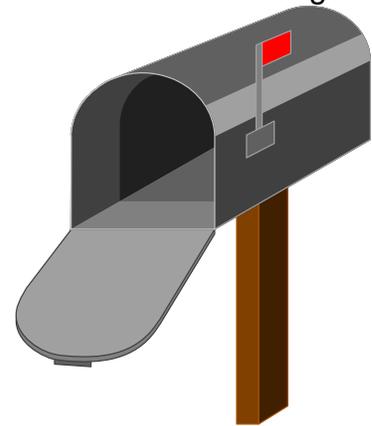
Some feel that listing **job title, employer, location** and **dates of employment** is sufficient. Others will add a brief description of duties, using active verbs where possible. It is not necessary to include all of your work experience. Unrelated, extremely dated employment or jobs of brief duration need not be included. Do not discount summer and part-time positions, however.

- 7) **Qualifications** (Alternate titles: Skill Summary, Strengths, Profile) - The idea here is to highlight your qualifications for the type of position you are seeking. Typically this section is arranged as a list of 6 to 8 skills, areas of expertise and/or personal characteristics, each described in just a few words. Every item included should relate in an obvious way to the type of position you are seeking. The beauty of this section is that you can draw from the full range of your experiences to date--education, volunteer work, employment, campus activities, etc. Just be sure that the rest of your resume supports the claims you make here.

- 8) **Activities/Honors/Memberships** - Choose the heading that is most appropriate for your particular background. Under this section list academic honors, extracurricular activities and memberships, with special emphasis on those things that relate closely to your career goals. As noted above, if you have gained significant experience from campus or community activities, they may fit better in your earlier “Experience” section than here.
- 9) **Personal Data** - Employers like to learn a little bit about the person behind the resume. Information about your hobbies and interests will provide some insight into your character and personality and may include pertinent information (Example: language skills) that would not appear anywhere else in your resume. Just steer clear of information on things like age, marital status, height and weight. Under Affirmative Action/EEO guidelines, employers are not to use this type of information in their hiring procedures.

SAYING WHAT YOU MEAN AND MEANING WHAT YOU SAY

Once you know what information should be included in your resume and how to arrange it, you are ready to sit down and put the words on paper that will most effectively communicate to an employer what you have to offer. No small task! As with any piece of writing, you need to be as concise as possible and your choice of words is extremely important. Whenever possible, drop the first person pronoun. This will put the emphasis on your choice of verbs. Choose carefully! Where “handled” sounds weak and somewhat vague, “organized” sounds dynamic and results-oriented. Watch your use of adjectives and adverbs as well. “Promptly responded to customer inquiries” sounds better than just “responded.” The action verbs on the next page will help you make the most appropriate word selections to put some punch in your resume. Your mother may have taught you not to brag about yourself, but this is a time when it’s okay to toot your own horn, so go for it!



ACTION VERBS

MANAGEMENT SKILLS

administered	contracted	directed	organized	recommended
analyzed	consolidated	evaluated	oversaw	reviewed
assigned	coordinated	executed	planned	scheduled
attained	delegated	Improved	prioritized	strengthened
chaired	developed	increased	produced	supervised

COMMUNICATION SKILLS

addressed	developed	formulated	moderated	publicized	wrote
arbitrated	directed	influenced	motivated	reconciled	
arranged	drafted	interpreted	negotiated	recruited	
authored	edited	lectured	persuaded	spoke	
corresponded	enlisted	mediated	promoted	translated	

RESEARCH SKILLS

clarified	diagnosed	extracted	interpreted	organized	surveyed
collected	evaluated	identified	interviewed	reviewed	systematized
critiqued	examined	inspected	investigated	summarized	

TECHNICAL SKILLS

assembled	computed	engineered	operated	remodeled	trained
built	designed	fabricated	overhauled	repaired	upgraded
calculated	devised	maintained	programmed	solved	

TEACHING SKILLS

adapted	communicated	encouraged	guided	persuaded
advised	coordinated	evaluated	informed	set goals
clarified	developed	explained	initiated	stimulated
coached	enabled	facilitated	instructed	

FINANCIAL SKILLS

administered	appraised	budgeted	developed	marketed	researched
allocated	audited	calculated	forecast	planned	
analyzed	balanced	computed	managed	projected	

CREATIVE SKILLS

acted	developed	founded	introduced	planned
conceptualized	directed	illustrated	invented	revitalized
created	established	instituted	originated	shaped
designed	fashioned	integrated	performed	

HELPING SKILLS

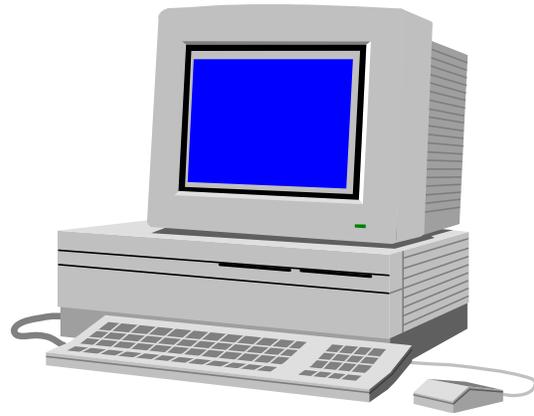
assessed	coached	diagnosed	facilitated	referred
assisted	counseled	educated	familiarize	rehabilitated
clarified	demonstrated	expedited	guided	represented

CLERICAL OR DETAIL SKILLS

approved	collected	generated	operated	purchased	specified
arranged	compiled	implemented	organized	recorded	systematized
catalogued	dispatched	inspected	prepared	retrieved	tabulated
classified	executed	monitored	processed	screened	validated

PUTTING IT ALL TOGETHER

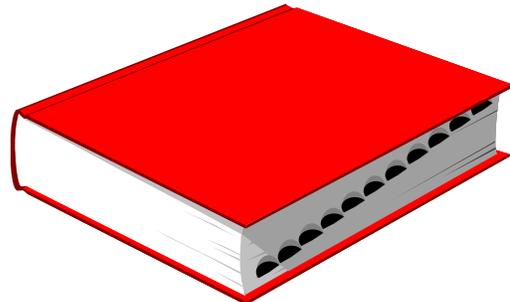
There are a number of ways to have your resume put into final form. Most students make use of word processing packages and do their resumes on computers. Students may want to go to the extra trouble and expense to have a resume type set but for most job seekers this is not necessary.



Regardless of which production method you choose, the same basic fundamentals apply:

- Balance the material on the page so that the total effect is pleasing to the eye and easy to read. Leave generous margins (one inch on top and bottom, $\frac{3}{4}$ to one inch on sides) so the page doesn't look crowded and use headings to help organize the information in a meaningful way.
- Be consistent in the type of headings (i.e., emphasize) you use. Don't use caps or bolding in one section and underlining in another.
- Avoid slang, jargon, acronyms and abbreviations (except for states which can be abbreviated using the standard two-letter zip designations like WA for Washington).
- Edit your resume several times to improve word choice and eliminate redundancy. A synonym dictionary or thesaurus can help you here.

Use a dictionary and remember that spell checkers don't always catch every error. Resumes with misspellings and typos are often tossed out, regardless of the candidate's qualifications.



Proofread, proofread, and proofread! In fact, it's a good idea to have someone else proofread your resume for you because it's often very hard to see your own mistakes.

- Avoid flashy or odd-size paper. Use 8 1/2" x 11" paper. Unusual colors and size may attract negative attention. Also, resumes are often scanned for several people to review. Choose a color that will scan well. Colors other than white, when scanned, are often grayer and harder to read than white.

RESUME FAQ's for TEACHER CANDIDATES



- ***Is a one page resume "the rule"?***

Teachers new to the profession should make every attempt to limit their resumes to one page. A two page resume will not disqualify you; however, it is more often employed by veteran teachers.

- ***Is it true that resumes are often scanned in a minute or less in the initial screening process?***

Yes, thus the need for a good balance of content and form. Your goal is to stand out (for the right reasons) in a stack of resumes that are only scanned. When your resume survives this experience, it will likely be read more thoroughly by the reader(s).

- ***What is the most critical element of a resume?***

While the overall appeal is certainly critical, the one component that is most important in marketing you to an employer is your related experiences. It is the heart of your resume.

- ***How important is an Objective or Goal Statement?***

It is not very important--often they take up space that can be better used. You will see an example of each on our following resume samples. The one instance you might choose to include an objective or goal statement is for a career fair, especially if you have more than one endorsement. It is advisable to make it succinct and specific to the position for which you are applying. In most cases, your objective is stated early in your letter of application.

- ***Is it important to include non-education related employment and volunteer experiences on my resume?***

Remembering that none of these experiences will hold as much weight as the related experiences, one often has to make the decision depending on space.

- ***Is it wise to use graphics to make my resume stand out?***

There is not normally room for graphics and they end up cluttering the resume. The exception might be a resume for an Art endorsed teacher.

- ***Should I include a reference section since references are typically required on the school district application?***

No. Reference instructions will be indicated in the job announcement and are normally included in the application and/or sent in the placement file.

- ***Should I make use of a commercial resume service?***

You really are the best source to develop your own resume. Western's Career Services Center is available to assist graduating students at no cost. Some private or commercial resume services are used to business resume formats more than education focused formats.

- ***Will a great resume get me a job!***

No. But it will critically improve your prospects of getting to the interview stage. Let's get started!

Margaret Shepherd

1000 Smith Avenue, Everson, WA 98276 (360) 988-8765

mshepherd@aol.com

OBJECTIVE

A **middle school science** position utilizing extensive practical experience in bio-chemical laboratory setting

CERTIFICATION

Washington State **Residency Certificate**, June 2006
Endorsements: General science, biology & chemistry

EDUCATION

Post baccalaureate secondary education program, Western Washington University, Bellingham, WA, June 2006

Bachelor of Science, University of Oregon, Corvallis, OR, June 2001

RELATED TEACHING EXPERIENCE

Internship, Mt. Vernon Middle School, Mt. Vernon, WA, January-June 2006

- ❑ Implemented 7th and 8th grade general science curriculum
- ❑ Developed, taught and assessed invertebrate and weather units
- ❑ Incorporated WA state's Essential Learnings in all lesson planning
- ❑ Took lead in parent conferencing; developed consistent and positive lines of communication with parents using e-mail, telephone, and interim reports
- ❑ Shared responsibilities for 8th grade field trip to Fred Hutchinson research facilities; integrated technology, language arts & math into follow-up activity
- ❑ Assisted with the boys' soccer team and chaperoned end of year dance

Practica, Bellingham and Mt. Vernon School Districts, WA, 2005-06

- ❑ Developed and implemented lessons for 12th grade Anatomy & Physiology and 9th grade Earth Science classes; students used the internet for research and PowerPoint technology to report findings (Mt. Vernon H.S.)
- ❑ Presented 5 daily lessons in 7th and 8th grade general science (Whatcom M.S.)

Teacher Assistant, *Adventures in Science* summer camp, WWU, Summer 2004

- ❑ Taught a 2-week marine mammal class for twenty-two 7th and 8th graders
 - ❑ Arranged for guest lectures from regional marine biology experts
-

RELATED WORK EXPERIENCE

Lab Assistant II, Immunex Corp., Seattle, WA, 2001-04

- ❑ Conducted pharmaceutical research on melanoma cancers
-

INTERESTS AND ACTIVITIES

Monitored the Skagit ecosystem from 2002 to present as part of the Skagit River Stewards (volunteer); spent 3 weeks in Chile hiking and fly fishing in remote areas; hiked the Appalachian Trail for four months in 2003; Big Sister to 9 year old girl

Raymond Bullpen
134 Crater Avenue
Bellingham, WA 98225
(360) 734-0011 rbullpen@msn.com

Goal: Secondary language arts teaching and coaching position

Certification

Washington State Residency Certificate, June 2006

Endorsement: **Language Arts**; 15 credits toward **Social Studies**

Education

Bachelor of Arts in Education, Western Washington University, June 2006

Related Teaching Experience

Student Teacher, English, Ferndale High School, Ferndale, WA, Winter/Spring 2006

- ◆ Developed plans and taught three sophomore and one senior AP English class
- ◆ Incorporated state essential learning requirements and district language arts objectives, stressing analytical problem solving, research techniques, and varied writing genre
- ◆ Participated actively in staff meetings, addressing problems including staff cooperation, community support, and instructional strategies to meet diverse learning styles
- ◆ Praised by supervisors for fair and innovative classroom management style

Coach, football and cross country

- ◆ Linebacker coach (volunteer), Ferndale H.S., Fall 2004 and 2005
- ◆ Head Football Coach, Bellingham Parks & Recreation, B division, 13-15 year olds, 2002-03
- ◆ Assisted varsity head cross country coach, Western Washington University, 2001-02

Tutor, Native American Mentor Program, Horizon M.S., Ferndale, WA, Fall/Winter 2004-05

- ◆ Volunteered 6 hours a week assisting individuals in 7th and 8th grade study skills classes
- ◆ Stressed critical thinking and writing outcomes

Camp Counselor, Camp Orkila YMCA Camp, Orcas Island, WA, Summer 2005

- ◆ Facilitated recreational and social skills among a cabin of 12-15 year old males
- ◆ Initiated *Cabin Fever Award* for good citizenship; practice was adopted by YMCA Staff

Work Experience

Cashier/Shelver, Costco, Inc., Bellingham, WA, 2004-06

- ◆ Selected *Employee of the Month* 4 times; promoted to head weekend cashier

Recognition

Awarded the *Arthur J. Petersen Scholarship* for aspiring educators, WWU, 2004-05

LILA FOSTER

173 Rayburn Drive, Ferndale, WA 98248 (360) 758-7123 *lilaf@aol.com*

"O, this
learning,
what a
thing
it is!"

William
Shakespeare

*The Taming of
The Shrew*



"(Lila Foster)
...has brought
creativity,
high energy, and
superior
beginning
teaching skills
to her
internship
experience."

Marc Bradley,
Cooperating
Teacher

Bothell Sr. High
English Department

CERTIFICATION:

Washington State Residency Certificate, 2006

Endorsements: **Language Arts; ESL**

EDUCATION:

Master in Teaching, Western Washington University, June 2006

Bachelor of Arts, cum laude, English, Whitworth College, June 2004

TEACHING EXPERIENCE:

Student Teacher, Bothell Senior High, Northshore S.D., January-June 2006

- Taught 11th and 12th grade English; Intro to Speech, 9-12 grades; incorporated EALR's in all lesson planning and instruction
- Developed, taught, and assessed units on *Great Books and Authors*, *Writing Skills for Life*, and *Save the Drama for Your Mama* integrated speech and drama performance
- Adapted curriculum and instruction for students with special needs, including four on IEPs, two ESL, and fifteen advanced placement students; coordinated planning with special education, ESL and advanced placement instructors
- Invited to be a guest lecturer on *Shakespeare's England* in the English classes of two department colleagues
- Chaperoned Junior Class Trip and Senior Prom, *Salmon Chanted Evening*
- Assisted language arts department in revision of 10th grade curriculum

Teaching Assistant, Dr. Ray Wolpov, Secondary Education Department, Western Washington University, Fall 2005 and Winter 2006

- Monitored and graded mid-term and final exams in two 400-level courses
- Coordinated MIT practicum placements in Bellingham School District

Tutor, Academic Advising Tutorial Center, Western Washington University, 2005

- Assisted undergraduates identified as struggling in writing intensive courses
- Taught study skills to individuals and small groups

RELATED EXPERIENCE:

- **Big Sister**, Whatcom County; 11 year old girl whose mother is incarcerated
- **Assistant Coach** (volunteer), 13-14 year old girls, Assumption Church league
- **Judge**, forensic competition, Sehome High School, Bellingham, WA, April 2005

PROFESSIONAL AFFILIATIONS:

- National Council of Teachers of English-Student Member
- Association for Supervision and Curriculum Development-Student Member
- Whatcom County Literacy Council

The Letter of Application

A cover letter is your chance to make a good first impression. Because it accompanies your resume and application to the school district or educational institution, it is often the first opportunity to introduce yourself as well as an indication of your written communication skills.

Having put a lot of hard work into a resume you want to make sure that the prospective employer reads it carefully. A cover letter is a marketing tool that you develop to encourage employers to study your resume and give you serious consideration as a candidate. Together, they should stimulate the employer to want to know more about you through an interview.

Although the typical job hunter in education can usually make do with one well constructed resume, **the cover letter should be tailored to the specific position about which you are inquiring or for which you are applying.** Never send a form letter. Certainly there will be some common things you mention in each letter, but the wise cover letter writer will personalize it as much as possible.

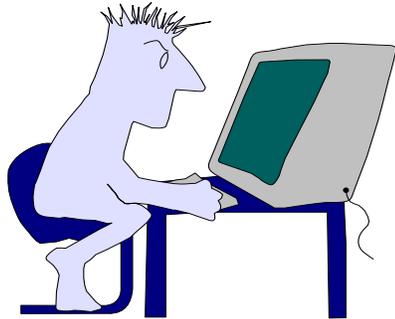
In general, a **professional cover letter is:**

1. **Formal and businesslike**
2. **Neat**
3. **Short (3 or 4 paragraphs on one page)**
4. **Typed or computer generated**
5. **Errorless (spelling, grammar, punctuation)**
6. **On good quality bond paper**
7. **Addressed to a specific person, when possible**

Two basic uses for cover letters:

1. **Letter of Inquiry** - when you have an interest in a school district but are not aware whether an opening exists for which you are qualified. Many districts and educational institutions will then note your interest and place your letter (and resume and application) in their systems for future consideration when openings arise.
2. **Letter of Application** - when there is a specific opening for which you are qualified and wish to apply.

WRITING AN EFFECTIVE *LETTER OF APPLICATION*



You only get
one chance to
make a first
impression!

A few simple rules to follow:

- Make it professional looking.
- It should be computer generated/typed.
- Make it one page maximum (unless you are specifically instructed to respond to items requiring extra information).
- Address letter to a specific person.
- First sentence should contain your reason for writing (objective?).
- Middle paragraph(s) market your qualifications *as they relate* to the district needs.
- For district needs, **refer to the job posting** for clues.
- Closing paragraph advises that:
 - (1) you have included your resume,
 - (2) your placement file is being forwarded, and
 - (3) you are willing to meet to discuss how you fit the district's needs
- Don't reiterate everything from your resumé – highlight strengths they need.
- Let your personality and passion for teaching come through!



EMPLOYMENT OPPORTUNITIES

Everett Public Schools

JOB #: 05-4000[†]
OPENING DATE: 01-19-05
CLOSING DATE: CONTINUOUS POSTING

POSITION

TEACHERS – ALL GRADES

This is a generic, continuous posting to receive applications in order to create a pool of applicants to interview as vacancies occur during the 2005-2006 school year. This posting will remain open for one year.

EMPLOYMENT STATUS

Continuing and/or non-continuing contract(s) will be offered based on the District's needs.

SALARY

Salary range for the 2004-2005 school year (Base plus TRI) is \$33,648 to \$67,369. Salary placement is based upon experience, degrees, post baccalaureate college credits and any additional factors outlined in the provision of the Collective Bargaining Agreement. This salary is adjusted proportionately for less than full-time. Additional compensation for a Master or Doctorate is provided.

Note: Salary range for the 2005-2006 school year is subject to terms of the Collective Bargaining Agreement between Everett Education Association/United Teachers of Everett and the Everett School District No. 2 to be negotiated

BENEFITS

A variety of insurance and other benefits are available based on assignment/FTE

SPECIAL REQUIREMENTS

Valid Teaching Certificate for the State of Washington with appropriate endorsement(s).

MINIMUM QUALIFICATIONS *Education and Experience*

Bachelor's degree; academic preparation for, or experience in, teaching a culturally and racially diverse student population. Specific programs may require additional academic preparation or professional experience including, for example, working with bilingual students and assisting them in the transition to regular classrooms, implementing programs designed to prevent the dropout of "at risk" students, and teaching multi-level, open-concept, and mainstreamed classes.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of subject areas appropriate to assignment.
- Knowledge of effective behavior management techniques.
- Knowledge of effective instructional techniques.
- Knowledge of rules and procedures for student safety.
- Skills in reading, writing, and oral communications.
- Skills in effective communication with students, parents or guardians from diverse backgrounds.
- Skills in designing and implementing lesson plans for students having a wide range of achievement levels and requirements.
- Skills in keyboarding, data entry and word processing.
- Ability to deal with students in a warm and confident manner.

Inquire to:

Everett Public Schools
Human Resources
3715 Oakes Avenue
Everett, WA 98201
(425) 385-4100 / JOB LINE: (425) 385-4141
www.everett.k12.wa.us

Everett Public Schools comply with all federal and state rules and regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance procedures may be directed to the school district's Affirmative Action Officer, Dottie Cainion, 3715 Oakes Avenue, Everett, WA 98201.

EMPLOYMENT OPPORTUNITIES (continued)
JOB #: 05-4000
POSITION: TEACHERS – ALL GRADES

KNOWLEDGE, SKILLS AND ABILITIES (Continued)

- Ability to be fair and consistent.³
- Ability to adapt to change and remain flexible.⁹
- Ability to organize activities.
- Ability to manage student behavior.⁸
- Ability to model positive behavior.⁹
- Ability to provide instruction and demonstrate techniques.
- Ability to use necessary equipment, machinery, tools, or software.
- Ability to direct assistants.
- Ability in some positions, to administer first aid and CPR.
- Ability to establish and maintain effective working relationships with a variety of students, parents or guardians, staff, and administrators in a multi-cultural environment.

DUTIES AND RESPONSIBILITIES

- Establish classroom goals and objectives in conformance with courses of study specified by State and District statutes, regulations and guidelines.
- Plan an instructional program designed to meet individual student needs; prepare lesson plans, foster an educational environment conducive to the learning and maturation process of assigned students.
- Implement established program or curriculum objectives; use necessary and appropriate instructional methods and materials, which are suited to the wellbeing of the students and to the nature of the learning activities, program and/or curriculum involved.
- Direct the activities of assigned non-certificated personnel.
- Establish and implement classroom policies and procedures governing student behavior and conduct; provide guidance, counseling, and discipline to encourage students to meet standards of achievement and conduct.
- Confer with students, parents or guardians, and other staff as appropriate, to provide guidance and evaluation, and to encourage student achievement.
- Evaluate and record student progress; prepare reports for parents or guardians.
- Collect and interpret a variety of data; provide reports for administrative purposes.
- Attend or participate in all required staff meetings, and other activities deemed necessary by the District and/or building principal, in order to accomplish the objectives of the position and for professional achievement.
- Use computers and related technologies.

Other Functions:

- Serve on staff committees as may be required.
- Participate in a variety of activities to enhance personal and professional skills.
- Perform related duties as assigned.

HOW TO APPLY

Applicants must have the following information on file in Human Resources in order to be considered for a position:

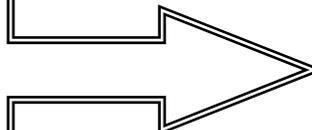
1. District *Certificated* application.
2. Letter of Interest providing working experience as it relates to this posting.
3. Resume'.
4. Placement File OR three (3) current *signed* letters of recommendation.
5. Two (2) District *Certificated* Reference forms (sent directly to Human Resources *by applicant's references*).
6. Copies of University transcripts.
7. Copy of Teaching Certificate for the State of Washington (out of state applicants must meet Washington State certification requirements).
8. Washington State Sexual Misconduct Disclosure Release

You may apply online or download the application materials at www.everett.k12.wa.us by selecting EMPLOYMENT, or call Human Resources Department at (425) 385-4100 for further information.

SELECTION PROCESS TIMELINES

Applications will be screened when complete application materials are received.

**TURN TO THE NEXT
PAGE TO SEE SAMPLE
LETTER FOR THIS
TEACHING POSITION...**



1724 Smith Road
Seattle, WA 98101

July 15, 2005

Dr. Molly Ringo
Executive Director Human Resources
Everett School District
3714 Oakes Avenue
Everett, WA 98201

Dear Dr. Ringo:

Please consider this an application for **job #05-4000**, a continuing contract Grade 3 teaching position at **Silver Firs Elementary School** that is currently posted for the Everett School District. Having recently completed a strong student teaching experience at Madison Elementary School, I have been encouraged by a number of faculty and parents to apply for the third grade position in our district.

The second paragraph is your chance to match your experience with the district's listed qualifications:

- 1) Review Position Announcement for **key words**
- 2) Stress your **related training and experience**
- 3) Be **positive, enthusiastic, and creative**

This paragraph or a possible third paragraph is also your opportunity to explain any information that may be questioned or not be apparent on the resume: for instance a break in employment or additional qualifications that set you apart.

My resume is enclosed with my application forms. All of my transcripts are in my placement file which is being forwarded by Western Washington University. I look forward to the opportunity to meet with you at your convenience.

Sincerely,

Neda Jobquik

Enclosures: Resume
References