



Career Services

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EDUCATION RESOURCES

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ADDITIONAL RESOURCES

In addition to this workbook, Career Services has an abundance of other resources and guides to help you. These materials can be found in our Career Library and/or on our website.

- Some of our resources/books include the following:
 - Resumes: Knock ‘em Dead Resumes; Gallery of Best Resumes; and Expert Resumes for Health Care Careers.
 - Cover Letters: Gallery of Best Cover Letters.
 - Interviewing: High-Impact Interview Questions – 701 Behavior-based Questions; Succeeding at Your Interview; Interview Magic.
 - Education: 2010 Job Search Handbook for Educators magazine

- In addition, make sure to review the other academic areas on the Major-Specific Resources section on our website to find more examples of how to design your resume. (www.gmc.edu/careerservices)

Before sending out your resume and cover letter, make sure it is error free and markets you in the best way. Schedule an appointment with Career Services to have your documents reviewed. We can be reached at 215-646-7300 ext: 230 or careerservices@gmc.edu.

**These resumes are available as samples only.
Please use it as a guide and don't copy them word-for-word.*

JANE SMITH

25 Sumneytown Pike ♦ Gwynedd Valley, PA 19437 ♦ 215-646-7300 ♦ smith.j@gmc.edu

OBJECTIVE

Seeking a position at Norristown Elementary School as a fourth grade teacher and track and field coach.

EDUCATION

Gwynedd-Mercy College, Gwynedd Valley, PA May 2011
Bachelor of Science in Education GPA: 3.8
Triple Certification in Early, Elementary, and Special Education

TEACHING EXPERIENCE

Ambler Elementary School, Ambler, PA Spring 2010

Student Teacher—sixth grade

- Instructed students at different learning levels in all facets of an elementary curriculum.
- Developed lessons for all areas of the curriculum.
- Implemented and enforced classroom management techniques.
- Assisted head coach in training and mentoring of track and field athletes.

North Penn Elementary School Lansdale, PA Sept.-Dec. 2009

Field Experience—50 hours

- Provided support for Language Arts teachers grades 2 and 3.
- Facilitated, tracked, and documented weekly reading program for five learning disabled children.

Thomas Family, Gwynedd Valley, PA Summer 2007-present

Home Tutor

- Provided reading and math instruction, assist with the completion of homework for three elementary school aged children.
- Implement age-appropriate and interactive activities to increase comprehension.

RELATED EXPERIENCE

Big Brothers, Big Sisters Norristown, PA Summers 2008-2010

Volunteer—Communications

- Assisted in planning and setting up events and activities.
- Participated in matching children and adolescents with mentors.

Johnson Family, Lansdale, PA Fall 2008-present

Childcare Provider – Children ages 4, 6, 7

- Supervise and care for children, assist with homework, drive to/from school and activities.
- Assist child with autism with speech and social skills.

HONORS

Dean's List all semesters
Kappa Delta Pi, International Education Honor Society
Sigma Phi Sigma, National Mercy Honor Society

ACTIVITIES

Gwynedd-Mercy Association for the Education of Young Children Fall 2008-present
Member, Track and Field Team, Gwynedd-Mercy College Fall 2007-present

Michael Scott

111 Main Street
Hatboro, PA 19040

Scott.m@gmc.edu
215-123-4567

Elementary Education Teacher

Seasoned professional with experience assisting others with their educational needs

EDUCATION

Gwynedd-Mercy College B. S. in Elementary, Early Childhood and Special Education	Gwynedd Valley, PA Complete: May 2010
Villanova University B.S. in Marketing	Radnor, PA Completed: May 2002

RELATED WORK EXPERIENCE

Hatfield Elementary School Student Teacher (Grade 4)	Hatfield, PA Spring 2010
<ul style="list-style-type: none">• Implemented and supplemented individual educational plans to meet the needs of students• Developed and implemented creative lesson plans, such as Jeopardy• Instruct students at varied learning levels in whole group, small group, and one-on-one settings• Enhance instruction with proficient, effective use of technology resources including the Internet, Smart Board, Power Point, Excel, and Word	
Oak Ridge Elementary School Teacher Assistant (volunteer, grades 3-5)	Souderton, PA 2007-2009
<ul style="list-style-type: none">• Conducted small group discussions and technology based projects	
North Penn Summer Camp Camp Counselor	North Penn, PA Summers 2005, 2006
<ul style="list-style-type: none">• Orchestrated camp events and activities for more than 20 children	

ADDITIONAL WORK EXPERIENCE

Dunder Mifflin Marketing Associate	Scranton, PA 2002-2003
The Michael Scott Paper Company Media Relations	Philadelphia, PA 2003-2004
<u>Summary of Responsibilities:</u>	
<ul style="list-style-type: none">• Enhanced numerous skill sets including writing, delivering presentations, working independently and with a team and acquiring knowledge of many different types of technology	

PROFESSIONAL ENRICHMENT

Conferences:

- PA State Education Association Summer Leadership Conference (2009): workshops attended included:
 - Current trends in education and Communicating effectively with administrators

Memberships:

- Pennsylvania State Education Association
- American Federation of Teachers

Kelly Kapowski

785 Arbor Circle
Philadelphia, PA 19129

kapowski.k@gmc.edu
(215)123-4567

Recommendations:

"...Kelly's passion for teaching, love of children, and ability to create and implement interactive lessons will be definite assets to any district..."

Dr. Richard Belding
Vice Principal
North Penn Elementary

"...extremely well-organized, eager to learn...in depth knowledge of technology and its uses in the classroom ...excellent rapport with students, co-workers, and parents..."

Zachary Morris
Cooperating Teacher
North Penn Elementary

"...kind, genuine individual with the ability to connect to each individual student...facilitates the academic and social development of all students..."

Dr. Jessica Spano
Professor/Advisor
Gwynedd-Mercy College

SUMMARY OF QUALIFICATIONS

- Enthusiastic and caring **Elementary School Teacher** with a sincere interest in fostering students' growth and development
- Demonstrated ability to create and implement engaging and developmentally-appropriate lesson plans to meet the needs of each student
- Energetic team member with highly effective communication skills

EDUCATION

Gwynedd-Mercy College, Gwynedd Valley, PA May 2010
Bachelor of Science in Education GPA: 3.8

- Triple Certification in Early Childhood, Elementary, Special Education

TEACHING EXPERIENCE

North Penn Elementary School, Lansdale, PA Spring 2010

Student Teacher – Third Grade

- Assumed full teaching responsibilities designing and implementing weekly lesson plans designed to increase comprehension and class participation
- Effectively instructed a classroom of 30 students using age-appropriate behavioral interventions, creating a lively, educational environment
- Designed a new reading comprehension activity for third and fourth grades
- Presented at parent information night

Bayside Elementary School, Bayside, PA 2008- 2009

Teacher Apprentice Program – Field Experience

- Collaborated with second and third grade teachers, observing instruction and classroom management techniques
- Instructed lessons on reading comprehension, mathematics, and social studies

Bayside Elementary School, Bayside, PA Sept. 2008-present

Teacher's Aide – Special Education Classroom

- Assist lead teacher with the instruction of 12 identified students with cognitive disabilities and emotional and behavioral difficulties
- Construct, implement IEP's and facilitate group activities while providing individual attention when needed

EXPERIENCE

Nanny, Slater Family, Gwynedd Valley, PA Aug. 2008-present

- Care for and supervise children ages 4, 6, and 9; Assist with homework

CAMPUS INVOLVEMENT

Gwynedd-Mercy Association for Education Spring 2009-present

- Assist in the planning and execution of fundraising and awareness initiatives

Sara Fremont

5432 Oak Lane, Gwynedd Valley, PA 19437
215-646-7300 fremont.sara@yahoo.com

EARLY CHILDHOOD EDUCATOR

Innovative, caring, and dedicated educator with a proven ability to create and deliver interactive and engaging lesson plans. Energetic and communicative with students, parents, and colleagues. Seeking a position with the North Wales School district as a kindergarten teacher.

Areas of Expertise

- Balanced Literary Programs
- Curriculum Development
- Parent/teacher Conferences
- Classroom Management
- Reading Development
- Training and Development

EDUCATION

Gwynedd-Mercy College, Gwynedd Valley, PA May 2011
Master of Science in Education

University of Delaware, Newark, DE May 2005
Bachelor of Science in Business Administration

TEACHING EXPERIENCE

Ambler Elementary School, Ambler, PA Spring 2010
Student Teacher—Kindergarten

- Instructed students at different learning levels in all facets of an elementary curriculum
- Developed lessons for all areas of the curriculum
- Implemented and enforced classroom management techniques
- Directed students in a wide range of settings; one on one, guided groups and classrooms

North Penn Elementary School, Lansdale, PA Sept.-Dec. 2009
Field Experience—50 hours

- Provided support for Language Arts teachers grades 1 and 2
- Facilitated, tracked, and documented weekly reading program for five learning disabled children

EXPERIENCE

The Goddard School, Exton, PA 2008-present
Assistant Preschool Teacher

- Work closely with lead teacher in the instruction of 10-12 four year olds
- Develop effective and age-appropriate lesson plans, incorporating various learning activities
- Responsible for the decorate of the room, designs correspond with weekly themes

First Choice Insurance Company Norristown, PA 2005-2008
Human Resources Coordinator

- Responsible for the hiring, training and motivating of personnel
- Re-designed training procedures and orientation activities to increase
- Established positive relationships with employees and clients

PROFESSIONAL TRAINING

- Standards Based Education Seminar (2010)
- Technology Integration (2010)

JOHN SMITH

123 Main Street Ambler, PA 19123

555-555-1234

Smith.a@gmc.edu

SECONDARY SCHOOL TEACHER

Demonstrated ability to deliver individualized instruction appropriate to each student's abilities. Committed to creating a classroom environment that is interactive and encouraging to students. Ability to connect with students, parents, and co-workers in a way that enhances overall learning experience.

EDUCATION

Gwynedd-Mercy College, Gwynedd Valley, PA

May 2010

Bachelor of Science in Education

GPA: 3.8; Dean's List 4 semesters

Teacher Parent Advisory Council

2008-present

TEACHING EXPERIENCE

Penn Alexander School, Philadelphia, PA

Spring 2010

Student Teacher, Third Grade

- Planned and implemented two-week unit on environmental awareness and respect for the global community, which integrated all parts of the curriculum and addressed state standards
- Prepared and taught math, literacy, social studies, and science lessons
- Lead morning circle, shared reading and supervised transitions
- Organized and lead literature circles, one based on reading *Sarah, Plain and Tall*
- Helped manage discipline in classroom with 24 students

Independence Charter School, Philadelphia, PA

Fall 2009

Student Teacher, Sixth Grade

- Planned and implemented lessons on density and algebraic equations, as well as a friendship lesson based on Katherine Paterson's *Bridge to Terabithia*
- Supervised literature circles and math centers
- Led small group lessons for students who needed extra help with math and grammar topics
- Helped maintain discipline in classroom with 26 students

RELATED EXPERIENCE

Camp Tioga, Thompson, PA

Summers 2007-2010

Camp Counselor

- Supervised and mentored at a camp for 10-13 year old males from under-privileged backgrounds
- Taught drama classes and supervised production of end of the year plays, including casting, set design, and running practices

Jackson and Miller families, Montgomery County, PA

Child Care Provider

2006-present

- Extensive experience in infant, toddler, young child and teen child care.
- Provided families (children ages 2-13) with excellent and reliable services regarding their children, pets, and basic household cleaning.
- Created a fun, safe environment for children with several different activities and games to keep them engaged and entertained while parents were at work.

ACTIVITIES

Montgomery County Community Theater

Member

Fall 2005-present

- Acted in several community theater productions
- Volunteer drama class instructor for middle and high school students
- Received MCCT Award for outstanding commitment to the organization

SHAYLA MILLER

3211 Walnut Street • Philadelphia, PA • 215-555-9278 • smiller.s@gmc.edu

OBJECTIVE

To obtain a teaching position in Elementary Education, K-6.

SUMMARY OF QUALIFICATIONS

- Initiate programs to foster inclusivity and respect among students.
- Collaborate with other educators to create new learning experiences for students.
- Use creativity and the arts to promote employment of learning.
- Gear teaching style to include students with various abilities and functional levels.

PROFESSIONAL EXPERIENCE

Pine Grove Elementary School, Lansdale School District, Lansdale, PA Fall 2009-present

Permanent Substitute Teacher, 3rd Grade

- Plan and implement Virginia standards in all subject areas.
- Encourage extra reading by developing extensive classroom library.
- Utilize manipulatives in mathematics and science for hands-on understanding.
- Participate in district's math curriculum writing team.
- Direct third grade Drama Club.
- Team-teach with fourth grade teacher for combined-group reading lessons.
- Initiated and continue weekly inclusion of students from Boces special education class.

Madison Central School District, Madison, PA

Winter 2008-Fall 2009

Substitute Teacher, K-6th Grades

- Managed classroom as appropriate to each grade level.
- Implemented lesson plans and added personal expertise to classroom activities.

STUDENT TEACHING EXPERIENCE

Centerton Elementary School, Madison, PA

Fall 2009

Student Teacher, Kindergarten and 3rd Grade

- Enacted strategic planning procedures to facilitate students' meaningful engagement with curriculum.
- Developed personal teaching approach centered on active engagement and cooperative learning.
- Created instructional materials and strategies consistent with students' learning and behavioral needs.
- Evaluated and analyzed students with special needs; attended instructional support meetings.

EDUCATION

Gwynedd-Mercy College, Gwynedd Valley, PA

May 2010

Bachelor of Science in Education

Triple Certification in Early, Elementary, and Special Education

CERTIFICATIONS

- Certification Program of Reading, in progress
- PA State Provisional Certification, Grades K-6 (June 2010)
- PA State Provisional Certification, Grades K-12, Music (June 2010)
- Family Math Training Workshop (October 2009)
- Identification and Reporting of Child Abuse

Sample Interview Questions for Teachers

General questions

- Tell me about yourself.
- From your experience please identify your major strengths.
- On the other hand, what would you identify as your weaknesses?
- What/who influenced you the most to become a teacher? How have your past experiences prepared you for teaching?
- Why do you want to teach?
- What attributes are common to good teaching?
- What is your philosophy of teaching?
- What do you enjoy most/least about working with young people?
- Why should this district hire you?

Behavioral questions

- Describe an ideal classroom.
- Tell me about your student teaching/internship experience(s). What kind of problems did you have and how did you resolve them?
- How do you keep students on task?
- How would you handle a student who refuses to work in your class or do what you ask?
- A student is consistently late for class. How would you handle this situation?
- Through your teaching, do you think students can be changed?
- Some students always finish their assignments early. How should they spend the free time?
- What do you feel are the most important things students learn in your classroom?
- Describe a teaching strategy you used to maximize the learning potential of all students.
- Define cooperative learning and give an example of how you have used it.
- Would you rather teach the slow learner or the advanced learner? Why?
- How do you teach to low achievers?
- How would you work with a mainstreamed learning disabled student?
- How do you reinforce major ideas or concepts that you want students to learn?
- How do you provide feedback to students about how they are doing?
- How will you determine if students are learning? What evaluation techniques do you use?
- How have/would you use paid/volunteer aides in your classroom?
- What are the three most important strengths you possess that will make you a successful teacher?
- Give me one or two examples of things that you discovered about yourself while student teaching that you would like to improve.
- What do you expect from your supervisor? What qualities would you like to have in your principal?
- What issues in education are of greatest concern to you? Why?
- What are some of the greatest challenges of being an educator?

Discipline and organization

- What is your philosophy of discipline?
- Who should be responsible for the discipline in your school?
- What classroom management techniques did you use? How effective have they been for you?
- How do you handle discipline problems? What is the most difficult aspect of discipline for you?
- How would you handle a student who has a consistent behavioral problem?
- When do you use the principal to help with discipline?
- What rules do you have for your classroom?
- What do you consider to be the proper classroom atmosphere for learning?
- What is your attitude toward individual vs. total class punishment?

Student-centered

- What kind of relationship do you have with your students?
- How do you show your students that you understand them and their frustrations?

- How do you reinforce self-esteem in students?
- Are you the kind of person children and adults confide in?
- Describe your ability to listen and be responsive. Can you give me an example?
- How do you make students feel at ease around you, while still respecting you?
- Is it appropriate to tell your class that you are angry with them?

Motivation

- How do you motivate students?
- What are several effective ways to motivate students toward active participation?
- How do you think your students would describe you?
- Tell me how you expect to personally motivate children.
- If I walked in to observe your classroom, what activities might I see going on?
- What "label" might you use to characterize your teaching style?

Curriculum

- Describe how you conduct a lesson. Describe the components of an effective lesson plan.
- How would you individualize the learning process in your classroom?
- What goals do you hope to achieve in your subject?
- What are some of the more worthwhile innovations presently taking place in your subject area?
- If you could develop a curriculum for your subject, on what would you place emphasis? Why?
- Did you recommend any curricular changes/ suggest innovations in you last school?
- What can you do to improve learning opportunities for children in your subject area?

Evaluation

- What goals might you set for your classes next year?
- On what criteria do you believe you should be evaluated?
- If you disagree with an evaluation what will you do?
- What criteria do you use in evaluating your students?

Staff relations

- What are some personality characteristics you find undesirable in people?
- What communication skills do you possess to get along with people?
- What thoughts and ideas do you have regarding your role and obligations to other staff members?
- You believe that a change in the curriculum would be beneficial. How would you make the change?
- You overhear one teacher criticizing another teacher. What will you do?

Community/parent relations

- Is it important that you live in the school division? Why?
- If a parent said you were unfair, what would you do?
- How often and when do you think it is important to communicate with a student's parents?
- How do you involve parents in the learning process?

Professional development

- What is the most exciting initiative happening in your area of education today?
- What books/journal articles have you read in the last six months/year?
- Do you plan to continue your education/seek an advanced degree?

Major goals

- What two or three things did you like least/most about your last job?
- What are your personal five-year goals?
- What do you want to accomplish in your profession?
- By the end of next school year, what major goal would you like to have accomplished?

☆ STAR Interviewing Technique ☆

One strategy for preparing for behavioral interviews is the STAR technique, which will help keep your answer on track and demonstrate your positive qualities to the employer(s).

Situation or Task

Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand, but not a tedious amount of background information. This situation can be from a previous job, from a volunteer experience, or any relevant event.

Action You Took

Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did – not the efforts of the team. Don't tell what you might do, tell what you did. This is one of the most important parts of your answer, so be specific.

Results You Achieved

What happened? How did the event end? What did you accomplish? What did you learn?

Example: *Tell me about a time when you displayed initiative in a work situation?*

Situation or Task (ST): Advertising revenue was falling off for my college newspaper, *The Beacon*, and large numbers of long-term advertisers were not renewing contracts. I needed to find a way to increase ad sales for the paper.

Action (A): I designed a new promotional packet to go with the rate sheet and compared the benefits of *The Beacon* circulation with other ad media in the area. I also set up a special training session for the account executives with a School of Business Administration professor who discussed competitive selling strategies.

Result (R): We signed contracts with 15 former advertisers for daily ads and five for special supplements. We increased our new advertisers by 20 percent [quantity is always good] over the same period last year. From this situation I learned...

PORTFOLIOS

As an academic, there are different types of portfolios that you might prepare. These include the course portfolio, the professional (scholar) portfolio, and the teaching portfolio.

- A **course portfolio** includes information specific to a particular course. Such a portfolio would include syllabi, course materials, sample assignments, and an explanation for the rationale behind the assignments, and how your teaching methods and your course materials help students learn.
- A **professional portfolio** is a collection of documents that you might submit as you go through the promotion and tenure process. This type of portfolio would include all of your work as a scholar, including your research progress, your teaching experience and accomplishments, as well as your record of academic service.
- The **teaching portfolio** describes and documents multiple aspects of your teaching ability. There are two basic types of portfolio.
 - A **summative portfolio** is created for the purpose of applying for an academic job or for promotion and tenure within a department.
 - A **formative portfolio** is created for the purpose of personal and professional development.

Because your teaching experience changes as your career progresses, it is a good idea to periodically update your portfolio(s) in order to keep current with your progress, and to give yourself a regular opportunity to reflect on your teaching.

What are some characteristics of effective portfolios?

The format of a portfolio varies. An effective portfolio should be well documented and organized. The American Association for Higher Education (AAHE) suggests that a teaching portfolio should be:

Structured

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be: Is my portfolio neat? Are the contents displayed in an organized fashion? Are the contents representative for the purpose that it is intended?

Representative

In addition to attending to structure, a portfolio should also be comprehensive. The documentation should represent the scope of one's work. It should be representative across courses and time. Some questions for you think about might be: Does my portfolio portray the types and levels of courses that I have taught? Does my portfolio display a cross-section of my work in teaching?

Selective

The natural tendency for anyone preparing a portfolio is to document everything. However, if a portfolio is being used either for summative or formative purposes, careful attention should be given to conciseness and selectivity in order to appropriately document one's work.

What are some key functions of a teaching portfolio?

- It is a way to collect evidence of your teaching ability
- It provides the reader with a context for your teaching
- It provides summary data on your teaching in a simple, readable format
- It is focused on quality, not quantity
- It is organized and its various sections relate to each other
- It allows for self-reflection
- It provides an opportunity to be unique and showcase your personal style of teaching
- The process of creating one is generally much more meaningful than the end product

Why create a portfolio?

- Reflect on your goals as a teacher
- Assess your teaching strengths and areas which need improvement
- Document your progress as a teacher
- Generate ideas for future teaching/course development
- Identify your personal teaching style
- Use elements of the portfolio to promote dialogue with fellow teachers
- Consider new ways of gathering student feedback
- Gather detailed data to support your goals
- Collect multiple sources of evidence that document the implementation of your teaching goals and their success.

How does it get used in the job application process?

There are several ways that you can use your portfolio in the job application process. For example, you could do one or two of the following:

- Make it an appendix to your curriculum vitae
- Provide a table of contents of portfolio materials, listing all as available on request

- Bring it to your job interview and refer to it as needed
- Make it an additional item in your application materials, which is referred to elsewhere (e.g., in a 2-3 page required teaching experience summary)

What goes into a portfolio?

The portfolio describes and documents the abilities of a unique individual, and therefore, no two teaching portfolios look alike. A portfolio can include a number of different types of documents, and which you choose to include will depend on the type of teaching you have done, your academic discipline, the purpose for creating one, and the intended audience.

In spite of the variation that exists across portfolios, here is a short list of documents that often are part of one:

- Statement of teaching philosophy
- Description of teaching experience (responsibilities)
- Course planning artifacts: sample course syllabi, lesson plans, assignments, exams
- Evidence of teaching effectiveness: summary of student feedback, department evaluations
- Teaching awards and recognition
- Professional development efforts

A table of contents is an important tool in organizing the various sections of your portfolio. For examples of these, go to Examples of Table of Contents at the end of this document.

The narrative component should answer the following questions:

- Why did you include it in the portfolio?
- How did you use it in the classroom?
- How do you know that it was effective, i.e. that your students learned as a result?
- How has your teaching changed as a result?
- What have you learned about yourself as a teacher?

** The portfolio is not simply a binder with all of the teaching documents inserted with random pages of reflection.

How should you get started creating it?

- Start as early as possible
- Plan well and systematically collect data
- Develop a good filing system
- Regularly sort through, organize, and update information
- Involve others as consultants and contributors

Items that might be included in a teaching portfolio

(Adopted from Margaret A. Waterman, University of Pittsburgh)

Roles, Responsibilities, and Goals:

- A statement of teaching roles and responsibilities
- A reflective statement of teaching goals and approaches
- A list of courses taught, with enrollments and comments as to if new, team-taught, etc.
- Number of advisees, grad and undergrad

Contributions to Institution or Profession:

- Service on teaching committees
- Development of student apprentice programs
- Assistance to colleagues on teaching

- Review of texts, etc.
- Publications in teaching journals
- Work on curriculum revision or development
- Obtaining funds/ equipment for teaching labs, programs
- Provision of training in teaching for graduate students

Activities to Improve Instruction:

- Participation in seminars or professional meeting on teaching
- Design of new courses
- Design of interdisciplinary or collaborative courses or teaching projects
- Use of new methods of teaching, assessing learning, grading
- Preparation of a textbook, courseware, etc.
- Description of instructional improvement projects

Honors or Recognitions:

- Teaching awards from department, school, profession
- Invitations based on teaching reputation to consult, give workshops, etc.
- Requests for advice on teaching by committees or other organized groups

Representative Course Materials:

- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- Reading lists and assignments
- Exams and quizzes, graded and ungraded
- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials used
- Descriptions of uses of computer or other technology in teaching

Materials Showing Extent of Student Learning:

- Scores on standardized or other tests, before and after instruction
- Students' lab books, or other workbooks
- Students' papers, essays or creative works
- Graded work from the best and poorest students
- Instructors' written feedback on student work

Evaluations of Teaching:

- Summarized student evaluations of teaching, including response rate and students' written comments and overall ratings
- Results of students' exit interviews
- Letters from students, preferably unsolicited, division head or chairperson
- Comments from a peer observer or colleague teaching the same course

Miscellaneous Sources on Teaching Effectiveness:

- Comments from students' parents or employers
- Statements from colleagues, re: preparation of students for advanced work

Examples: Teaching Portfolio Table of Contents

Your Teaching Portfolio can include any number of possible sections, all depending upon your teaching experience, materials, and goals. Below are five examples that may provide you with some ideas for your own organization:

Example 1

1. Curriculum Vitae
2. Teaching Statement
3. Course Responsibilities
4. Course/Instructor Evaluations
5. Examples of Course Materials
6. Examples of Learning

Example 2

1. Teaching Philosophy
2. Statement of Teaching Responsibilities
3. Teaching Strategies and Methods
4. Representative Syllabi
5. Representative Assignments
6. Representative Labs
7. Evidence of Teaching Effectiveness
8. Student Feedback and Evaluations
9. Peer Observations
10. Future Teaching Goals
11. Professional Development

Example 3

1. Teaching responsibilities
2. Statement of teaching philosophy
3. Teaching methods, strategies, objectives
4. Student ratings on departmental evaluation forms
5. Colleague evaluations and observations
6. Statement by department chair
7. Representative course syllabi
8. Evidence of student learning
9. Teaching awards
10. Teaching goals

Example 4

1. Curriculum Vitae
2. Statement of Teaching Responsibilities
3. Statement of Teaching Philosophy
4. Description of Teaching Methods
5. Description of Teaching Revisions and Developments to Improve Teaching
6. Peer Evaluation of Teaching
7. Student Evaluation of Teaching
8. Video Tapes of Teaching
9. Samples of Student Work
10. Samples of Grading and Feedback Provided on Student Work
11. Future Teaching Goals

Example 5

1. Statement of Teaching Strategies and Goals
2. Teaching Responsibilities
3. Syllabi
4. Example Exams
5. Efforts to Improve Teaching
6. Measures of Teaching Effectiveness
7. Teaching Awards

Web Resources

National Education Association

www.nea.org

American Counsel on Education

www.acenet.edu

Pennsylvania State Education Association

www.psea.org

American Federation of Teachers

www.aft.org

The College Central Network

www.collegecentral.com/gmc

Education Job Page

www.nationjob.com/education

Career Bank

www.careerbank.com

Academic Employer Network

www.academploy.com

US Department of Education

www.ed.gov

Pennsylvania School Board Association

www.psba.org

ABC Teaching

www.abcteach.com

Teachers Support Network Job

www.teacherssupportnetwork.com

Profiles for Educators

www.jobprofiles.org

Education Week

www.edweek.org

PA-Educator.net

www.pa-educator.net

Schools to Jobs

www.schoolsjobs.net

Teacher Clearinghouse

www.joeant.com

PA Teaching Jobs

www.pareap.net

Chronicle of Higher Education

www.chronicle.com

Higher Education Jobs

www.higheredjobs.com

K-12jobs.com

www.k12jobs.com