

Resume Guide for Teachers



WILSON COLLEGE

This packet is designed to help you to create your perfect resume. The information provided is “best practices” for resume creation. Samples are to be used as guidance and not repeated verbatim. Make your resume unique and stand out by representing yourself.

Teaching Resume Aesthetics, Content & Editing

Writing a Teaching Resume is an art, not a science. There is no one correct way to formulate your resume, but there are some best practices and standards that the Career Center recommends. Stand out from the crowd with high quality content and a clearly written, error-free document. Teaching Resumes need to be aesthetically pleasing, dense with relevant content and properly edited.

Aesthetics: Always remember to have a classic, professional resume. This includes the font choice, consistency, an appropriate amount of white space, length and overall appearance of the resume. Teaching is a creative and innovative profession; a teaching resume should be strictly professional. Professional means there should not be any pictures, colors or designs on your resume. Those within the education field will immediately exclude you from potential candidates if your resume has poor aesthetics and is not professional.

Content: While aesthetic mistakes can take you out of the running for a position, the content of the resume is what will make you stand out from the crowd. Experiences you choose to include in your teaching resume should be the most relevant to your target audience. Accomplishment statements are intended to expand on your relevant experience and highlight your expertise. Look to page 8 for more advice on accomplishment statements.

Editing : Editing is a necessary component of resume writing that is often underutilized. Editing is where you and others assure that content is accurate and aesthetics are pin point. Have Career Development review your resume as well as colleagues and faculty.

- **Reverse Chronological Order:** Within each section on the resume, your experience must go in reverse chronological order, meaning from new to old.
- **Accomplishment Statements (Bullet Points):** Eliminate the pronoun “I” at the beginning of each bullet point as this is assumed. Avoid introductory and wind-up phrases such as “My duties included...” and “My responsibilities were...” . Describe accomplishments, rather than listing duties, quantify outcomes whenever possible, and be sure to highlight your proficiency in teaching and transferable skills. More description on Accomplishment statements can be found on page 8.
- **Length:** With rare exceptions, student teachers and new teachers should keep their resume to 1 page. If you have difficulty narrowing down your resume, consider removing elements that are not closely related to teaching; Ask yourself, “Will this experience enhance and support my future in education and teaching?”
- **Margins:** Make your resume visually attractive by using an appropriate amount of whitespace to allow the reader’s eye to rest. Using .8 inch to 1.5 inch margins is standard practice.
- **Font:** Use a professional font that is easy to read. Times New Roman, Arial, and Courier New are good choices. A 10-12 point font size is recommended.
- **Consistency:** The formatting of a resume needs to be consistent. For example, if you choose to bold a job title, make sure you bold every job title. Also, make sure that everything lines up neatly on the page.
- **Accuracy:** Your resume, and all other job search materials, must be 100% error free. Be sure to carefully read through your resume, checking grammar, spelling, and punctuation. Editing a resume can always use another set of eyes; have as many people proofread it as possible, and, come to the Career Center!
- **Paper Quality:** Use a high quality paper stock (24-32 lb, 25% cotton fiber, 8-1/2 x 11) when mailing your resume or bringing one to an interview. Use the same paper for cover letters and thank you letters. White, ivory, or light grey are good choices
- **Digital Resumes:** Always convert your resume to PDF (Portable Document Format) when send as an email attachment or uploading to a web site. This will preserve your formatting.

Key Elements of a Successful Teacher Resume

Mandatory Elements

These elements need to appear on every teaching resume.

Identification

Needs to include your first and last name (should be the largest font size, but not too oversized to look out of place), contact information : phone number and professional email address, and your street address, city, state & zip code

Certification

List all certifications and when you expect to receive them: _____

Education

Institution, City, State (Expected) Graduation Month Year

Write out the full name of your (expected) degree; also list Minors and Concentrations

*Please note that all degrees are written in singular, for example: Bachelor of Arts in Elementary Education

GPA: 4.0/4.0 (it is recommended that you include your GPA if it is 3.0 or higher)

Other possible information to include: Study Abroad, Relevant Coursework, or Academic Awards and Honors

Experience

Experience is mandatory and the heart of any teaching resume; however, it can be represented in a variety of ways. Choose the most rich, concrete, relevant teaching experiences to put on your resume. Keep in mind that after each experience, there will be bullet points (accomplishment statements) detailing your experience more fully. Refer to page 8 for more advice on creating an accomplishment statement.

Important Note: within each section, experiences are to be listed in reverse chronological order.

Teaching Experience (Student Teaching)

Student teaching is your most relevant teaching experience directly out of college. Therefore, it will directly follow the education section and take up the most amount of space on a teaching resume directly after college. Include specific lesson plans, classroom management skills and teaching styles that make you unique. Refer to page 8 to find out more about creating a proper accomplishment statement.

Interactive Field Experience

Focus on a select few experiences in which you played an active role in the classroom and with students.

Example: *Second Grade*, South Hamilton Elementary School, Chambersburg, PA September 20XX– October 20XX

Teaching Related Experience

Highlight paid or unpaid experiences though which you have gained teaching related skills. Examples include, but are not limited to: camp counselor, tutor, coach and nanny.

Example: *Nanny*, Smith Family, Chambersburg, PA March 20XX-Present

Work/Professional Experience

Principals will be most interested in your teaching experience; however, you may include skills obtained for another industry that are transferable to a classroom. For example, training, collaborating or mentoring. For students returning to school through the TIP program you should list your professional experience but limit the bullets to only items that show transferable skills or major accomplishments. A one line description of the position could be sufficient for some positions.

Optional Elements

These are other options to include on your resume:

Volunteer Experience, Leadership Experience, Honors/Activities, Special Skills and Interests,
Professional Development

Options for Representing Your Experience

Your experience is the heart of your teaching resume and conveys to the reader your skills, values, interests, and achievements. On your teaching resume, this can be conveyed in a number of ways including:

Teaching Related Experience
Interactive Field Experience
Volunteer Experience
Professional Work Experience (non-teaching)

Explore all of the options below and consider where you have the strongest teaching experiences. Whether you are transitioning to the field of education or have had many experiences working and teaching students, these are important sections of your resume that you should explore and identify if you have had experiences to add. Think about the most rich, concrete, experiences in each area. You may have more than one of these sections on your resume.

Always, convey the strongest, most relevant, experiences in each area.

Teaching Related Experience: Highlight paid or unpaid work experiences through which you have gained skills and knowledge that will be useful to you as a teacher-in-training. This may include work such as a camp counselor, tutor, coach or other similar roles. For each position, include a header that specifies the position title, employer, location, and dates.

It is also a good idea to draw attention to the position title:

Examples: *Camp Counselor*, Sunny Hill Day Camp, Hometown, MI, Summer 2005
Teacher's Aide, ABC Preschool, Park Forest, IL, January 2004-August 2006
Nanny, Hollister Family, Chicago, IL, March 2006-Present

Important Note: Keep in mind that it is important to add in this section the most teaching related experiences that you have had. If you have experiences training or mentoring someone in a retail experience or other administrative position then that would go under "professional experience" section as a great transferable skill.

Under each position, list approximately 1-5 bulleted accomplishment statements. Ideally, these statements should explain what you did in the position, how you did it, and the results of your actions. Quantify your accomplishments whenever possible and avoid the use of personal pronouns (I, my, we, etc.). Also, try to start each bullet point with an action verb.

Examples:

- Reinforced the importance of academics by hosting a study session for 20 players following each team practice
- Taught basic ecology principles to campers during daily nature walks and writing reflections
- Tutored an eighth grade student in pre-algebra, complementing her coursework and helping her to raise her grade from a C to a B+ over the course of a year

Interactive Field Experience: Provide a snapshot of what you learned and how you contributed to the classes you observed. Include the grades you worked with and specific experiences that can highlight your skills. Make sure to focus on those experiences in which you played an active role with students.

Examples:

- Questioned students to ensure they understood the major concepts of the Geometry and Algebra lessons
- Presented autobiography media project to students to encourage them on their journeys as young adults
- Worked individually with students to develop math skills through interactive games

Volunteer Experience: Identify experiences that you have had in brief one day events to extended opportunities in which you have supported communities and populations on a particular area of interest. Experiences can range from volunteer efforts with religious organizations, community outreach, events with your current employer, walkathons, fundraising, collaborate volunteer efforts with clubs, etc.

Work Experience (or Professional Experience): While principals will be most interested in your teaching related experience, you may want to include relevant accomplishments in other industries. Think about efforts you made to train, manage, collaborate, develop programs, or speak to large audiences of people. The key is to focus on skills that are transferable to a classroom setting. You will want to keep this section lean if you include it in order to focus on teaching experiences for the rest of your teaching resume.

Examples:

- Manage benefit enrollment process for all new hires; communicate company benefits plans, and assess common questions during orientation to improve presentation content.
- Trained new employees in auditing and analytical processes.
- Provided strategic direction during marketing communication plan development and in preparation for national launches
- Designed a new Excel database for investments and reduced investment process time by 2.5 hours/day

Other Headers to Consider for Teaching Resume

There are many other headers and sections of your resume that you might consider adding based on your experience. Always ask yourself what might round out your teaching experience and add an additional appeal to the reader as a teaching candidate. Below are a few samples of additional headers to consider:

Honors and Activities: Include impressive honors, such as Dean's List, Phi Delta Kappa, and scholarships, as well as activities related to teaching.

Special Skills and Interests: Highlight skills that would be useful to a teacher in today's world. These might include the ability to speak a second language or proficiency in computer programs applicable to the classroom. It would also be helpful to include ways you would like to be a part of after-school activities.

Professional Development: List education related conferences and workshops that you have attended.

Professional Memberships: Demonstrate your commitment to your field and dedication to continuing education by listing any associations you belong to.

Study Abroad Experience: This can be an excellent section to include on your resume if you volunteer or participated in outreach, teaching, cultural excursions that could support your content area. Think about your role and what you contributed and gathered from study abroad.

Related Coursework: Especially if you are a secondary student, perhaps you have unique or advanced content courses you have taken that you would like to share with a principal. Think about courses that would make you stand out and appeal to a wide range of students.

Additional Experience: Include other achievements, training, or skills you possess that would be impressive to a principal.

TRANSFERABLE SKILLS

Transferable skills are those that can be applied in multiple work settings. Consider incorporating them, in addition to those that are specific to your intended career field, by providing examples of when you have successfully used them in your bulleted accomplishment statements. Some examples of transferable skills include the following:

HUMAN RELATIONS	MANAGEMENT	CLERICAL	COMMUNICATION	PUBLIC RELATIONS	
Advising	Communicating	Bookkeeping	Editing	Conducting	
Assisting	Consulting	Classifying	Explaining	Consulting	
Counseling	Coordinating	Collecting	Influencing	Informing	
Empathizing	Delegating	Compiling	Interpreting	Planning	
Facilitating	Directing	Computing	Listening	Presenting	
Guiding	Evaluating	Examining	Mediating	Promoting	
Listening	Leading	Filing	Promoting	Representing	
Motivating	Negotiating	Organizing	Speaking	Responding	
Representing	Persuading	Recording	Translating	Researching	
Serving	Planning	Word processing	Writing	Writing	
PROBLEM SOLVING	RESEARCH	TECHNICAL	TRAINING	CREATIVE	FINANCIAL
Analyzing	Assessing	Adjusting	Adapting	Designing	Accounting
Appraising	Calculating	Aligning	Communicating	Developing	Administering
Diagnosing	Collecting	Assembling	Demonstrating	Establishing	Allocating
Examining	Diagnosing	Drafting	Enabling	Illustrating	Auditing
Executing	Evaluating	Engineering	Encouraging	Imagining	Balancing
Planning	Examining	Installing	Evaluating	Improvising	Calculating
Proving	Extrapolating	Observing	Explaining	Inventing	Forecasting
Reasoning	Interviewing	Operating	Instructing	performing	Investing
Recognizing	Investigating	Programming	Planning	Revitalizing	Projecting
Validating	Synthesizing	Repairing	Stimulating	Visualizing	

ACTION VERBS

Beginning each bulleted accomplishment statement with a strong action verb helps to highlight your successes and allows a reader to get a sense of your skills by scanning the page prior to reading each individual bullet point. It is a good idea to vary the action verbs on your resume in order to appeal to different audiences. Below is a list of verbs to help get you started.

A	Combined	Guided	Cultivated	Integrated	Operated	Recorded	Solved
Achieved	Communicated	H	D	Intended	Orchestrated	Recruited	Specified
Acted	Compiled	Handled	Decided	Interviewed	Ordered	Redesigned	Started
Adapted	Composed	Headed	Decreased	invented	Organized	Reduced	Strategized
Adjusted	Computed	Hired	Defined	Investigated	Originated	Referred	Streamlined
Administered	Conducted	I	Delivered	L	Oversaw	Removed	Strengthened
Advanced	Configured	Identified	Demonstrated	Launched	P	Reorganized	Studied
Advised	Consolidated	Illustrated	Designed	Lectured	Performed	Repaired	Summarized
Altered	Constructed	Implemented	Detected	Led	Persuaded	Reported	Supervised
Analyzed	Evaluated	Improved	Determined	Liaised	Planned	Represented	Supplied
Appraised	Examined	Increased	Developed	Logged	Posted	Researched	Supported
Arranged	Executed	Influenced	Devised	M	Prepared	Resolved	T
Assembled	Expanded	Informed	Diagnosed	Maintained	Prescribed	Restructured	Tested
Assessed	Expedited	Initiated	Differentiated	Managed	Presented	Revamped	Tracked
Audited	F	Inspected	Distributed	Manufactured	Priced	Reviewed	Trained
B	Facilitated	Installed	Documented	Marketed	Processed	Revised	Transformed
Balanced	Filed	Instituted	Doubled	Measured	Produced	Revitalized	Translated
Budgeted	Filled	Instructed	Drafted	Mediated	Promoted	Routed	Troubleshoot
Built	Forecasted	Consulted	E	Mentored	Proposed	S	U
C	Formulated	Contrasted	Edited	Migrated	Protected	Scheduled	Updated
Calculated	Fostered	Controlled	Eliminated	Minimized	Provided	Selected	Upgraded
Calibrated	Fulfilled	Converted	Encouraged	Monitored	Purchased	Separated	V
Categorized	G	Convinced	Engineered	Motivated	R	Served	Verified
Charted	Gained	Coordinated	Enhanced	N	Realized	Serviced	W
Classified	Gathered	Counseled	Ensured	Negotiated	Received	Set up	Weighed
Coached	Generated	Counted	Established	O	Recommended	Simplified	Wired
Collected	Grew	Created	Estimated	Obtained	Reconciled	Sold	Won

Constructing an Accomplishment Statement (Bullet Point)

Under each position you have on your resume, list bulleted accomplishment statements. These statements should explain what you did in the position, how you did it and the results of your actions. The skills you feel you have gained from your teaching related experiences should be represented through your accomplishment statements. Brainstorm each experience/position and create bullet points unique to you.

Bullet Point “Formula”

Action Verb + Example + Result

Action Verb: *Always begin a bullet point with an action verb.*

Use a variety of action verbs to show the variety of skills you have.

Average Bullet Point with Action Verb

- Tutored an eighth grade student

Example: Give specifics as to what you did at that position. This will make you unique.

Better Bullet Point with Action Verb and Example

- Tutored an eighth grade student in pre-algebra

Result: State what you achieved from your example; what was the purpose of you doing what you did?

Perfect Achievement Statement with Action Verb, Example and Result

- Tutored an eighth grade student in pre-algebra, using teacher’s curriculum to raise her grade from a C to B+ over the course of a year

Buzz Words

These are words you should be familiar with going into a teaching career. *Buzz words are extremely effective when used in moderation on a resume and with direct examples to support their claim.* Reflect on any teaching specific language and resources which you have utilized in your teaching. Below is a list of potential buzz

- Multi-cultural instruction
- Team teaching
- Thematic unit
- Critical thinking
- Literacy (Literature) circles
- Guided reading
- Differentiated instruction
- Modified instruction
- Interactive exercises
- Interdisciplinary learning
- Manipulative
- Student centers
- Peer teaching
- Response to Intervention (RtI)
- Cooperative Learning
- Balanced Literacy
- IEP (Individual Education Plan)
- ESL/ELL Students

POOR RESUME SAMPLE

JAMES WALTON

123 Philadelphia Ave.
Chambersburg, PA 17202

Name is a Funky Font
Different fonts used in body of resume
Bad email choice

Rockstar123@gmail.com
(717)123-4567

CERTIFICATION

Pennsylvania Pre K -4 and Special Ed.

EDUCATION

Bachelor of Arts in Education, Wilson College Chambersburg PA, May 2009

GPA: 4.0

TEACHING RELATED EXPERIENCE

Tutor, Lincoln Park High School, Chicago, IL, September 2007 - December 2007

Tutored students in various subjects

EXPERIENCE

Gage Park High School, April-May 2009

Assisted teachers with projects

Assisted students in an inclusion course

Assisted students in a self-contained classroom with their final project

Walter Payton College Prep, September-October 2008

Assisted teacher with supervision of laboratory projects

Helped students in laboratory projects

Helped to refine students' laboratory techniques and critical thinking skills

Worked with small groups of students to aid comprehension of advanced chemistry concepts

Improper use of bullets

Difficult to read

Poor use of achievement statements

SKILLS

Proficiency in Microsoft Word, Excel, and Power point

HONORS AND SPECIAL ACCOMPLISHMENTS

Educational:

- *Pennsylvania Future Teachers Corps Scholarship, 2007-2008*
- *Dean's List, Spring 2006*
- *National Dean's List, 2003-2004*

Brighton Arts Camp attendee: Summers 1998, 1999, 2000, and 2001 (Piano major)

Community:

Alpha Phi Omega, Alpha Alpha chapter (a co-educational service fraternity)

Personal Interests:

- *Piano (performance—18 years, accompaniment—9 years, chamber music—6 years)*

Italics is difficult to read and the format doesn't fit.

Skill should highlight what makes you special not what everyone can and should be able to do.

No consistency throughout

Doesn't sell candidate

Use of lines make reading difficult

Connie Grass

connie.grass@wilson.edu

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Chambersburg, PA 17201

123-456-7890

EDUCATION

Bachelors of Arts in Early Childhood Education	5/2012
Wilson College, Chambersburg, PA	GPA: 3.65
Associates of Arts in Early Childhood Education	8/2010
College of Southern Nevada, Las Vegas, NV	QPA: 3.60

TEACHING EXPERIENCE

Student Teacher	South Hamilton Elementary School, Chambersburg Area School District, Chambersburg, PA	1/12-5/12
	<ul style="list-style-type: none">Created engaging lessons that encouraged critical thinking and posed higher order thinking questionsImplemented lessons that involved multiple instructional methods and were cross curricular to promote academic growth in a first grade classroom for twelve weeksStrengthened the classroom management plan to increase students focus and motivationWorked with first grade teachers to develop standardized assessmentsCollaborated with teachers on school wide behavior management plan aimed at increasing cooperation	
Teachers Assistant	Hamilton Heights Elementary School, Chambersburg Area School District, Chambersburg, PA	8/11-12/11
	<ul style="list-style-type: none">Taught reading, writing, science, and social studies lessons in a first grade classroomObserved multiple subjects in a third, fifth, and Autistic support classroomAssisted with lesson preparations, behavior management, and conference with students during writing	
Teachers Assistant	Edna F. Hinman Elementary School, Clark County School District, Henderson, NV	8/09-12/09
	<ul style="list-style-type: none">Observed a second grade classroomAssisted students during certain activitiesTaught several language arts lessons	

CERTIFICATIONS AND SKILLS

Early Childhood Education (PreK-4) teaching certification level 1 (Expected July 2012)

Current education clearances

Attended year long training during Act 20 on Kid Writing and Writers Workshop

Year long Experience with weekly PLC meetings to develop and implement common assessments

STUDENT DEVELOPMENT EXPERIENCE

Resident Assistant:	Wilson College, Chambersburg, PA	8/11-Present
	<ul style="list-style-type: none">Planned and hosted campus events that focused on diversity, community building, and educating studentsHeld meetings to decide on community standards and documented residential policies violationsReceived training on suicide prevention, fire safety, domestic violence, and other important topicsWorked with residence to resolve issues and referred students to appropriate college services	

OTHER EXPERIENCE

Student Worker:	Business Office, Wilson College, Chambersburg, PA	9/10-9/11
Tutor:	LIU Migrant Education Program, Wilson College, Chambersburg, PA	1/11-5/11

Objective

Obtaining a teaching position that utilizes my passion for teaching chemistry to create a positive experience for the students by implementing various teaching methods and coordinating with other teachers to work on interdisciplinary units

Certification

Pennsylvania Secondary Certification in Science, expected June 2011

High School Endorsements in Chemistry – Regular, AP and Honors classes, Biology, Earth Science and Physics

Middle school endorsement expected in Science

Education

Wilson College; Chambersburg, PA

Bachelor of Science in Chemistry with Secondary Education; expected June 2011

Anticipated Graduating GPA: 3.75 / 4.0; Deans list all quarters in attendance

Teaching Experience

Student Teacher: Wells High School, Wells-Ogunquit Community School District; Grades, 11-12, Ogunquit, PA ; Spring 2011

- Facilitated learning of honors and regular chemistry for 3rd and 4th year students using student-centered lessons and activities
 - Established acceptable classroom behavior guide with students' comments to minimize future class room management issues
 - Discussed students' learning improvement and behavior in class with parents during the parent-teacher conference
 - Utilized many student-centered learning techniques, including demonstrations, molecular model building, and discovery labs
 - Devised a demonstration to connect acid-base reactions with the concept of limiting and excess reactants, related the demonstration to students' daily life, and allowed students to work in cooperative learning groups to analyze examples
 - Created activities that show the relationship between chemistry concepts and everyday life to engage and motivate students
 - Modified curriculum for a English Language Learner and various Special Education Students in the regular education classroom by translating the concepts in student's native language or by explaining the concepts in various simpler steps
 - Assisted students with preparation for ACT and PSAT standardized testing by providing explanation for various scientific concepts while working on practice test questions and modeling various reading strategies
 - Tutored students before, during, and after school
 - Attended various workshops during the 8th Annual CPS Service-Learning Conference
-

Field Experience

Amundsen High School, Chicago Public Schools; Junior Chemistry Classes, Grassyroads, IL; Fall 2010

- Observed regular, honors, and A.P. chemistry classes to better understand students' needs, implemented various activities and observed various classroom management techniques

Lane Technical Magnet School, Chicago Public Schools; Sophomore Chemistry Classes, Grassyroads, IL; Winter 2010

- Gained experience on various teaching methods by observing two teachers working with physics and chemistry classes

Williams Junior High School, Williams Unified School District; 7th Grade Self Contained Science Class, Elm Park, IL; Fall 2009

- Assisted a sixth grade class with an eco-system experiment, and demonstrated how to actively take notes and how to point out important information in assigned reading to one special education student during an active reading assignment
-

Skills and Interests

- Eager to sponsor various student organizations such as South Asian clubs and cultural awareness groups
- Fluent in Urdu and Hindi
- Interested in organizing after school science sessions to provide students with additional help
- Proficient with Microsoft Words, Excel, Power Point, and Graphic Analysis and Origin programs mostly used for physics, mathematics, and chemistry
- Interested in participating in drug abuse resistance programs and other health awareness programs

Joseph Willams

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CERTIFICATION

PreK - Grade 4 May 2015

Middle School Endorsement in Mathematics and Social Sciences

EDUCATION

Wilson College, Chambersburg, PA

Bachelor of Science in Early Childhood Education with Concentration in Mathematics

May 2015

TEACHING EXPERIENCE

Hawthorne Scholastic Academy, Harrisburg School District, Harrisburg, PA *Student Teacher*, October 2014-January 2015

6th, 7th (Pre-algebra), 8th (Algebra) Mathematics

- ◆ Continuously taught, reflected, and modified skills by providing students with original homework assignments, review packets, and assessments
- ◆ Employed “problem of the day” to reinforce previously taught skills, prepare students for ISAT, and encourage making connections across the curriculum
- ◆ Implemented review activities as class began to utilize each available teaching minute
- ◆ Adapted lessons for advanced students and students with learning, and hearing disabilities
- ◆ Facilitated open tutoring Monday through Thursday mornings for any student who needed extra help

6th Reading

- ◆ Strengthened comprehension skills such as making connections and predictions, and asking questions
- ◆ Encouraged critical thinking as well as targeted ISAT skills through stimulating discussions, purposeful journal writing, and focused essay writing
- ◆ Created various original assessments for each text in the curriculum

6th Social Studies

- ◆ Aided in the production of a play based on The Canterbury Tales which was an interdisciplinary unit encompassing history, reading, art, dance, and music
- ◆ Created focused lessons on note taking skills and developed original assessments
- ◆ Participated in school wide geography bee

OTHER EXPERIENCE

Wilson College Student Development, Chambersburg, PA

Work Study, February 2005-Present

- ◆ Undertook and initiated a new educational campus wide outreach on abuse
- ◆ Presented program to Dean of Students/Vice President of Student Affairs

Bakerson Family, Carlisle, PA

Childcare Provider, March 2006-Present

- ◆ Introduced games and story hour which encouraged comprehensive, problem-solving, and vocabulary.

VOLUNTEER EXPERIENCE

Boys and Girls Club of Harrisburg, Harrisburg, PA

Volunteer Mentor at John Elementary Club,

2005 and 2006 Academic Years

- Developing a long lasting relationship with a mentee by creating a safe and positive environment and identifying the importance of character and healthy living weekly.
- Emphasizing the importance of education and learning by tutoring and ensuring all homework is finished by the end of each meeting.
- Awarded 2006 Mentor of the Year at the Jahn Elementary Club.

For additional assistance take advantage of the services
Career Development has to offer.

Career Development
103 Lenfest Commons
(717)262-2006 3314
career@wilson.edu

Our Mission

“The Career Development Center provides services to prepare students and alumnae/i to achieve a purposeful life and career in a diverse and dynamic world.”

Our Services

We facilitate the professional development of students and alumnae/i, while forging strong partnerships with employers and the community. We use a *Four-Year Plan for Career Development* to assist students in identifying and reaching their goals and begin working with students in their first year at Wilson.

We offer

- Assistance with Major Selection
- Business Etiquette
- Career Exploration and Planning
- Class and Group Presentations
- College Central Network (CCN)
- Cover Letter Development
- Employment Consortia
- Internship Opportunities
- Interview Preparation
- Mock Interviews
- Recruitment and Networking Events
- Resume Writing and Critique
- Workshops on Relevant Topics
- Graduate School Planning Assistance