



**Framingham**  
STATE COLLEGE

Career Services and  
Employer Relations

**INFO TO GO**

**TEACHER  
CAREER SEARCH**

College Center Room 412

508-626-4625

[www.framingham.edu/careerservices](http://www.framingham.edu/careerservices)

## RESEARCHING SCHOOL SYSTEMS

It is important to research school systems so you can find a system that is a good match for your interests, values and skills. You may want to think about the following factors as you research and choose school systems.

- Structure of the school system/district
  
- Geographic area/climate/community
  
- Academic departments or divisions that interest you
  
- Demographics: size of the school system and school you may be assigned to, student-teacher ratio, percentage of students who are college bound, and drop out rate.
  
- Diversity of student body and faculty
  
- Educational philosophy and objectives
  
- New buildings, projected growth or special programs
  
- Personnel policies, tenure and benefits
  
- Professional development opportunities
  
- Budgetary concerns

## **SAMPLE INTERVIEW QUESTIONS**

Use this list of sample interview questions to prepare for an interview. Remember to have an example that supports your response.

1. What is your philosophy of education?
2. How would you handle this classroom situation...?
3. How would you set up a program in your major teaching area?
4. What was your best/worst lesson during student teaching? Why?
5. Define the role of the principal.
6. Describe yourself using five adjectives.
7. How do you handle discipline in your classroom?
8. If a parent came to you saying that his or her child was not challenged, what would you do?
9. Describe in detail a lesson that you taught.
10. What are your strengths?
11. What is your philosophy of inclusion?
12. Explain a program you might set up to highlight diversity.

## **SAMPLE RESUME**

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### **OBJECTIVE**

A teaching position in elementary education

### **EDUCATION**

Framingham State College  
Bachelor of Arts in English  
Coordinate Major in **Elementary Education**  
**Certification in Elementary Education 1-6**

Framingham MA  
May 2007

### **TEACHING EXPERIENCE**

Jacob Elementary School  
**Student Teacher**

Milford, MA  
September- December 2006

- Planned, organized and taught thematic, interdisciplinary units
- Organized and designed hands-on learning centers
- Used cooperative learning strategies
- Implemented and directed computer use for two second grade classes
- Reinforced math skills in a small group setting using manipulatives and computer software
- Communicated with parents on a consistent basis

Smith Elementary School  
**Field Study 2**

Framingham, MA  
January-May 2006

- Organized and supervised weekly current events activities
- Assisted in daily classroom events established by mentor teacher
- Aided in establishing atmosphere conducive to learning by helping students focus on problem areas

Peterson Elementary School  
**Field Study 1**

Washington, MA  
September-December 2005

- Observed classroom environment
- Participated in lesson planning and testing

### **ADDITIONAL EXPERIENCE**

TGI Fridays  
**Server**

Natick, MA  
September 2004- present

- Train new employees on policies and procedures
- Perform cash and credit transactions
- Serve customers

Framingham State College  
**Desk Attendant**

Framingham, MA  
September-December 2004

- Checked residents' ID's for security purposes
- Contacted Resident Director and Campus Police in times of crisis
- Handled all announcements for building

### **ASSOCIATIONS**

- Nobscot Reading Council
- Elementary Educators Association

## SAMPLE DESCRIPTIONS OF TEACHING EXPERIENCE

### *Lead Teacher (working with 4- to 5- year old children)*

- Organize theme-related units based on whole language.
- Develop lessons that spark interest in emergent literacy through the use of quality books, big books, poetry, art, and song.
- Implement educationally sound, appropriate, and interesting learning centers.
- Facilitate the students' self-esteem through a program which includes lessons, discussions, motivation, and positive reinforcement.
- Promote positive relations with parents through volunteering, communication, and conferences.

### *Preschool Teacher*

- Managed daily classroom activities. Responsible for all transition times, scheduling, lesson planning, activity set-up, and general classroom supervision.
- Developed and implemented a unit titled "The Jungle" which integrated math, literacy, and art through hands-on manipulatives.
- Designed week-long free play activities which promoted social interaction through small groups, enhanced fine motor skills, and increased number and letter recognition.
- Directed all "Circle Time" lessons involving 17-20 students. Used audiocassettes to perform the West African "Khourilengay" using rhythm sticks decorated by students.
- Learned to adapt and modify lessons to accommodate both physically and emotionally challenged students.
- Organized and initiated letter recognition activities culminating in a class book project.
- Learned effective communication, interaction, and problem-solving skills.

### *Preschool Teacher*

Designed and implemented a developmentally appropriate curriculum for children ages 2.9-4 years of age. Curriculum included language, literature, and artistic-based activities. Also emphasized gross motor and fine motor development. Initiated the distribution of parent newsletters and conducted bi-annual parent/teacher conferences. Consulted weekly with education specialists.

### *Student Teacher, Pre-K*

Created, implemented, and taught thematic units and lesson plans that were developmentally appropriate and highly interactive. Interacted with and taught children with special needs and modified curriculum to meet those needs. Assisted in the creation and distribution of parent newsletters. Participated in parent/teacher conferences and meetings with specialists.

### *Toddler Teacher*

Supervised nine children 18 months to 2.9 years old. Developed daily lesson plans and class schedules for entire toddler room. Attended educational seminars along with staff and parent meetings. Took part in writing observations and child studios throughout the year.

### *Elementary School Teacher*

Assisted with assorted classroom duties in 6<sup>th</sup> grade classroom four days a week. Taught two classes per day, which included the Intensive Student Program group consisting of 18 students. Developed and taught two units of prepared lesson plans, assisted students with projects and assignments, classroom homework center, and after-school program. Primary instruction was in mathematics and science.

*Student Teacher (U.S. History - 12<sup>th</sup> grade, Western Civilization - 11<sup>th</sup>/12<sup>th</sup> grades)*

- Develop lesson plans incorporating learning methods, discussion groups, and task-oriented activities.
- Apply both thematic and chronological approaches to history lessons.
- Design 5-day units based on vocational school rotating schedule.
- Construct tests and assignments to evaluate comprehension and knowledge of subject.
- Assess student performance and make modifications according to individual needs.

*Student Teacher (3<sup>rd</sup> grade)*

- Prepared daily lessons for instruction of all subject areas in child-centered, literature-based classroom.
- Supported cooperative learning in a variety of different grouping styles.
- Devised instructional materials for enriching the mathematics learning experience.
- Incorporated classroom management skills.
- Created the physical classroom setting, including bulletin boards and centers.
- Designed and taught an interdisciplinary science unit on simple machines incorporating language arts, social studies, and mathematics. Facilitated hands-on experimentation and involvement within the science of discovery.
- Assisted in the evaluation of students and student programs.
- Developed and implemented a geography program with a multicultural perspective aimed at increasing global awareness. This social studies unit successfully branched out into the various disciplines within the curriculum.

*Student Teacher (1<sup>st</sup> grade)*

Created and instituted a thematic unit on friendship and feelings. Designed interdisciplinary lesson plans that fostered children's development. Worked closely with cooperating teacher on assisting children with special needs. Participated in a five-week American Sign Language course to enhance my communication skills. Involved in parent conferences and faculty meetings.

*Special Education Aide (5<sup>th</sup> grade)*

- Implement and assess IEPs for two students.
- Reinforce content through the use of study guides, outlines, audiocassettes, and small group practice sessions.
- Substitute for grades K-5 as needed.

*Student Teacher (2<sup>nd</sup> grade)*

- Planned, organized and taught thematic, interdisciplinary units.
- Organized and designed hands-on learning centers.
- Used cooperative learning strategies.
- Implemented and directed computer use in the classroom for two second grade classes.
- Reinforced math curriculum skills in a small group setting through the use of manipulatives and computer software.
- Communicated with parents on a consistent basis.

#### *Student Teacher (4<sup>th</sup> grade)*

- Developed, organized, and implemented two integrated units: a hands-on look into poetry and a thematic unit on mysteries involving the solar system.
- Prepared and taught lessons in all curriculum areas.
- Maintained order and discipline in the classroom.
- Designed lessons to accommodate the learning styles of all children, including those with special needs.
- Used manipulatives to introduce various mathematical concepts.

#### *Student Teacher (8<sup>th</sup> grade)*

- Assisted the classroom teacher in presenting lessons on short stories.
- Prepared and taught a five-week unit on Beowulf. Activities included an in-depth point-of-view essay to teach characterization, and modern short stories based on the Beowulf tale to show the story's impact on 20<sup>th</sup>-century writing.

#### *Student Teacher (9th-12th grade)*

- Planned/taught a three-week lesson on Animal Farm, using learning activities that supported the portfolio system. Activities included a seminar style debate, an in-class, on-demand essay regarding the characters' roles in satire, a persuasive essay, and peer editing sessions.
- Used videotaped commercials and print advertising to demonstrate real-world persuasive propaganda, as introduced in the literature.

#### *Teaching Practicum (high school)*

- Taught classes in American history and sociology.
- Prepared curriculum and presented lessons.
- Developed testing and evaluation skills.
- Guided students concerning issues facing adolescent population.
- Tutored students with individualized education plans.

#### *Field Study (junior-senior high school)*

- Organized and supervised weekly current events activities.
- Assisted in daily classroom events established by mentor teacher.
- Aided in establishing atmosphere conducive to learning by helping students focus on problem areas.

#### *Field Study (high school)*

- Observed classroom environment.
- Participated in lesson planning and testing.
- Worked to improve milieu through one-to-one discussions concerning teenage problems.

#### *Student Teacher (high school)*

- Taught freshmen through juniors at the general and college prep levels.
- Planned units in literature and writing for five courses within a rotating schedule.
- Assisted with the Arts Alive program.
- Observed and participated in the general administration of the school, including department and staff meetings.

*Teacher (technical high school)*

- Teach social studies portion of alternative education program.
- Create lessons and assignments to develop practical skills, knowledge of current events, and the workings of the United States government.
- Employ special education modifications.
- Devise lessons based on a multicultural perspective.

*Substitute Teacher (high school)*

Maintained order in the classroom and kept students on task during their teacher's absence. Successfully met the challenge of motivating students and covering the material in lesson plans provided.

*Volunteer Teacher's Assistant (1<sup>st</sup> grade)*

- Volunteered one day per week assisting two classroom teachers. Worked in an inclusive environment and a regular classroom setting.
- Assisted in administering spelling tests, correcting workbooks, and evaluating computer-generated progress charts.
- Individually taught mathematical concepts including time, money, addition, and subtraction.
- Monitored and maintained log of all books read during reading and writing workshops.
- Gained valuable teaching and professional experience while working cooperatively with the teaching staff.

## **What do Education Hiring Officials Think?**

Responses are listed from most to least frequent.  
(Staffer Magazine)

Employers evaluate first time teachers job applications for:

1. Letters of recommendation from public school personnel
2. A mentoring teacher's evaluation
3. Examples of teaching skill and classroom management skill
4. Experience with specific programs used in the school district
5. Number of certifications held

The following factors influence the decision to invite an applicant for an interview:

1. Correct spelling, punctuation, and English usage on the candidate's application
2. Letters of recommendation from those who have seen the candidate's work with students
3. Neatness of application materials
4. Evaluation from the mentoring teacher

Employers use interview questions to assess the ways in which applicants respond to:

1. "Real-life" and "what if" situations
2. Classroom management issues
3. Showing enthusiasm about teaching
4. Demonstrating their knowledge of subject matter
5. Describing and evaluating their own strengths
6. Structuring questions that range from impersonal to personal

In evaluating interviews, employers look for the following:

1. A commitment to teaching
2. Knowledge of the teaching field
3. Interpersonal skills
4. Understanding of the role of the teacher
5. Professional judgment