

South Carolina Resume Guide

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Submission

- Resume should be sent in both **Word and PDF format**
- Please title your resume “subject.lastname.firstname”. For example “English.Watson.Danielle”
 - Subjects: *Secondary Social Studies, Secondary Science, Secondary English, High School Math, Middle School Math, Spanish, Special Education, or Elementary.*

Checklist for editing your resume

The following checklist shows you the things you’ll want to add, include, or change as you edit your resumes to prepare them for principals. In the pages that follow, you’ll find more detailed information on the art of resume editing. We’ve provided a template on the last page. You are free to use this example, or make formatting changes.

The Non-Negotiables for CM Resumes:

- No contact information in resume
- Maximum length: 1 page Exception: 5+ years experience, especially if in education, or working with children
- Certification information added to “Education” section, underneath your degree-granting universities (See page 2 for instructions)
- TFA Institute experience entry is listed as first entry in “Experience” section (See page 2)
- Symmetrical Margins (Min = 0.5”; Max = 1”)
- Acceptable Fonts: Arial, Calibri, Times, Garamond, or very similar font

Strong Recommendations:

- Do not include “objective” section
- Bullets instead of succinct paragraphs in “Experience section”
- When using bullets, use phrases, not complete sentences (no periods at the end of the phrase)

Formatting/Readability Standards:

- All text is between 10 and 12 point font
- Present tense for ongoing work and past tense for completed work
- Spacing, tabbing, justification and other formatting should be consistent
- No personal pronouns and articles (the, a, an, me, my)
- Emphasis on high points in resume; no clutter by mentioning every project you ever completed
- More recent and relevant experiences should be given the most space

Making Resumes Interesting & Memorable:

- Variety of action verbs to describe accomplishments (see page 5)
- Quantified accomplishments (impact/results reported, see pages 2-5)
- Differentiating characteristics (see page 4)

Error-free

- Scanned for grammatical errors and misspellings
- Avoided jargon, acronyms, or confusing language
- Space used wisely: leading with categories that best present experience and qualifications

Certification Entry

Please include the following certification entry. Feel free to make minor edits to the formatting in order to keep it consistent with the rest of your resume. *Change the highlighted part to your subject licensure: Secondary Social Studies, Secondary Science, Secondary English, HS Math, MS Math Spanish, Special Education, or Elementary.*

LICENSE: July 2019
State of South Carolina Teaching License in **INSERT SUBJECT**. Will have passed the appropriate Praxis exam by first day of school.

The TFA Institute Entry

The “experience” section of your resume should begin with the TFA Institute entry. While the institute entry need not be worded exactly like the sample provided below, it must provide the same message/information. Because you have not yet completed your institute training, it is a good idea to leave this section as is for the time being; once you attend institute, you may want to make changes that reflect your unique experience and accomplishments.

Sample TFA Institute Entry:

Teacher, Teach For America June – July 2019
By July of 2019, will have:

- Taught summer program in Mississippi Delta under the supervision of a faculty of experienced teachers
- Developed unit instructional plans based on state curriculum standards
- Created daily lesson plans based on unit and long-term curricular goals
- Engineered and executed classroom management systems and procedures
- Engaged in full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, and ‘learning teams’ specific to my teaching license area

Strengthening your Experiences

Goal-setting, assessing, and planning & executing are core skills associated with great teaching that you want to promote in your resume. When thinking about your resume statements, remember to “Mind the GAP” – in other words, demonstrate that you have a record of goal-setting, assessing, and planning & executing in your past experiences.

- **G**oal-setting:
 - Creating an ambitious vision and setting goals; investing others in goals
- **A**ssessing:
 - Analyzing data and solving complex problems
 - Continuously improving and reflecting on results
- **P**lanning & executing
 - Planning strategically and effectively executing the plan
 - Managing time effectively and multitasking in high-intensity environment
 - Thinking critically and creatively to accomplish goals

You have all demonstrated these skills in your past accomplishments. “Minding the GAP” should guide you in your thinking as you refine accomplishment statements in resumes to highlight these core skills. Doing so will bolster a resume by illustrating, with concrete, well-written evidence, that you have these skills.

Here is an example of how to use “Minding the GAP” to strengthen an accomplishment statement.

PHASE 1

Initial CM Accomplishment Statement:

“Assisted those displaced by Hurricane Matthew with attaining access to the services to which they were entitled”

PHASE 2

While revising, CM remembers to “Mind the GAP”, and thinks:

“In reading this, a principal would have a very general understanding of what I did: I helped hurricane victims access certain services. This is honorable and could have been quite a challenging feat, though the statement doesn’t convince me of this unequivocally. A principal can infer what skills I must have used to accomplish this. But they wouldn’t know the specific actions taken, nor do would they really know the specific skills associated with those actions. I think I could incorporate language in this statement that will show I am a competent planner and executer since I led a team to some outcomes, managed this project and colleagues with many priorities on my plate, and exhibited sound judgment prior to and during the execution of an action plan. Additionally, there was a goal associated with this project, but a principal doesn’t know that. Finally, I think this statement lacks magnitude and scope; a principal would be wondering how profound my impact was.

Then, ask yourself these questions, and use the answers to include the necessary details that will describe the specific skills you used and the actions you took to make an impact and bring forth the results that you will report.

(1) What was the goal of this project (try to make this numerical)? Where did you land with respect to this goal? You should report the outcome (preferably incorporating quantitative results) in your statement; the goal can be silenced.

(2) When you say “assisted,” what do you mean exactly? What were some skills you exhibited in accomplishing this? Did you work on a team? How big was it? Did you lead the team? Did you create/draft/implement/improve something to achieve this?

PHASE 3

The Revised CM Accomplishment Statement:

“Managed cross-functional team of 25 from FEMA and other federal agencies to initiate Disaster Recovery Center, supplying healthcare and nourishment services to 310 victims”

Here's another example of how to revise accomplishment statements. The image below depicts how an accomplishment statement evolves from *typical* to *best*.

Content: The Evolution of an Accomplishment Statement

Here's an example of how you might improve upon accomplishment statements from a resume to make them excellent.

TYPICAL: *Worked on 9th grade English and reading curriculum*

- Weak on details. Leads to questions such as, “What was the scope and volume of your effort?”

GOOD: *Employed by district to rewrite 9th grade English 1 and Reading 1 curriculum*

- Describes more about work but does not highlight that analysis was a critical skill for this role.

BETTER: *Analyzed and rewrote English 1 and Reading 1 curriculum through district employment*

- Highlights analysis, but does not convey any scope of the accomplishments, nor does it convey the results.

BEST: *Analyzed and rewrote 9th grade English 1 and Reading 1 curricula for 850 students which contributed to a 20% increase in English 1 district standardized test scores in the 2006-2007 academic year*

- Conveys what was done, what the impact was, and how the impact could be measured.

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Making a Resume Stand Out to a Principal

Although the teaching domains give an overview of the major skills sought after by principals, principals also look for diverse candidates that have more to offer than the “usual” candidate. These differentiating characteristics are considered as assets to principals because they may lead to bringing a teacher on board who can and has the desire to develop extra-curricular clubs/activities or take on additional leadership roles, for instance.

The following qualities, if they apply to any of your experiences, can be highlighted in your accomplishment statements. A skills/interests section of a resume is typically a great place to make a resume unique.

- Collaborative team-player
- Familiarity with curricula, content, pedagogy
- Experience working with students/kids
- Connection to or familiarity with the Valley
- Technologically savvy
- Proficiency/fluency in foreign languages (especially Spanish)
- Skills/Interests – applicable to extra-curriculars
 - Sports, Clubs (i.e. debate), Musical abilities, Affiliations, etc.

Action words to use in your resume

accelerate	clarify	edit	increase	perform	revamp
accomplish	close	effect	incur	pinpoint	review
achieve	co-author	elect	inform	pioneer	revise
acquire	collaborate	eliminate	initiate	plan	revitalize
activate	collect	employ	innovate	prepare	salvage
actuate	combine	encourage	inspect	present	save
adapt	communicate	enforce	inspire	preserve	schedule
address	compile	engineer	instigate	preside	segment
administer	compose	enhance	instruct	prevent	select
advise	compute	enlarge	insure	process	sell
affect	conceive	enrich	install	procure	serve
allocate	conceptualize	establish	instill	produce	service
amend	conclude	estimate	institute	program	settle
amplify	condense	evaluate	interface	promote	shape
analyze	conduct	examine	interpret	prompt	simplify
anticipate	consolidate	exceed	interview	propose	solve
appoint	construct	execute	introduce	prove	specify
appraise	contact	expand	invent	provide	stage
approve	contribute	expedite	investigate	publicize	standardize
arbitrate	contrive	explain	isolate	publish	stimulate
arrange	control	expose	issue	purchase	streamline
assemble	convert	extend	launch	react	strengthen
assess	coordinate	extract	lead	recommend	structure
assist	correct	facilitate	lighten	reconcile	study
assume	counsel	forecast	liquidate	record	suggest
attain	create	form	localize	recruit	summarize
attract	cultivate	formalize	locate	rectify	supersede
audit	decentralize	formulate	maintain	redesign	supervise
augment	decrease	fortify	manage	reduce	supply
author	define	find	market	refine	support
authorize	delegate	frame	minimize	regain	surpass
automate	demonstrate	fulfill	moderate	regulate	survey
avail	design	gain	modernize	reinforce	systematize
award	determine	gather	modify	reject	teach
balance	develop	generate	motivate	relate	terminate
broaden	devise	govern	negotiate	re-negotiate	test
budget	devote	guide	nurture	reorganize	tighten
build	diagram	handle	obtain	replace	trace
buy	direct	hire	offer	report	trade
calculate	discover	identify	operate	represent	train
capture	distribute	illuminate	organize	research	translate
centralize	document	implement	orient	resolve	utilize
challenge	double	improve	originate	restore	write

FIRST LAST NAME

EDUCATION:

DePauw University -- Greencastle, Indiana, May 2019
Bachelor of Arts with Psychology major, GPA 3.77/4.00, Magna Cum Laude
Phi Beta Kappa Society, inducted 2018
National Fast Pitch Softball Coach's Association All-American Scholar-Athlete 2017-2019

LICENSURE:

State of South Carolina Teaching License in (insert your content area). Will have passed the appropriate Praxis exam by the first day of school OR Passed (insert Praxis exam) July 2019

EXPERIENCE:

Teacher, Teach For America – June-July 2019
By July of 2019, will have:

- Taught summer program in Mississippi Delta under the supervision of a faculty of experienced teachers
- Developed unit instructional plans based on state curriculum standards
- Created daily lesson plans based on unit and long-term curricular goals
- Engineered and executed classroom management systems and procedures
- Engaged in full schedule of professional development activities, including seminars, discussion groups, workshops, individual and group reflections, and 'learning teams' specific to my teaching license area

Girl Scouts of Greater Chicago and Northwest Indiana, Vernon Hills, IL Feb 2016-Present
Membership/Program Specialist

- Market Girl Scouting to parents, volunteers, schools, sponsors, community leaders, and donors
- Manage outreach programs for girls ages 5-17 in underserved communities to gain over 900 new members
- Met membership goal in 2009 and currently at 89% of goal for 2010
- Started over 30 new troops in assigned regions in 2009 to reach 560 new members
- Provide coaching and support to maximize effectiveness of 1600 volunteers

Habitat for Humanity-Volunteer Relations Committee, Warrenville, IL Dec 2015-Present

- Assisted in the construction of 11 new homes to help eliminate poverty and homelessness
- Manage online recruitment efforts to increase recruitment of new volunteers by 35% and bring in over 120 new volunteers since 2008

First Year Mentor, DePauw University, Greencastle, IN April 2016-May 2019

- Advised first-year students to help them meet ambitious academic and personal goals
- Planned and facilitated team building activities, group programming, and bi-monthly meetings in order to foster a strong culture among the group

Indiana Reading Corps Tutor, Greencastle, IN Sept 2015-May 2019

- Planned and facilitated bi-weekly tutoring sessions for two children a semester with below average reading skills, emphasizing phonics, sight words, and comprehension
- Developed semester-long lesson plans for tutoring sessions
- Evaluated student progress at the end of the semester by comparing a pre and a post assessment, with each showing improved abilities in targeted areas

SKILLS & INTERESTS:

Speak fluent Korean and basic Spanish.