



SCHOOL OF EDUCATION

Resume Guide



Career Connections | Office of Teacher Education
WW Wright Building, Suite 1000
<https://edcareers.indiana.edu>

For an appointment with a Job Search Advisor, call 812-856-8506 or
[email edcareer@indiana.edu](mailto:edcareer@indiana.edu)

IU Career Connections

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What is a Resume?

A resume is a job-hunting tool that can help you get an interview, prepare for an interview, and organize information for a potential employer. Your resume introduces you on paper. It outlines your education and work-related experiences in an easy-to-read, positive manner and is the “ticket” to get you an interview.

Your resume:

- Gives an employer a “**snapshot**” of your education, credentials, experience, and accomplishments (ie. your qualifications)
- Is a **guideline** for you to review your qualifications before an interview; during the interview, it focuses the interviewer’s attention on your strongest points and guides the interviewer toward positive things to talk about
- Let’s you **network** with people who can help you in your job search (co-operating teacher, field supervisor, friends, parents, professors, former employers)
- **Leaves information about you** with a potential employer to promote future contact
- **Supplements information** when you complete standardized application forms

Resume Tips

- Use perfect grammar, spelling and punctuation.
- Use present tense for current activities and past tense for previous activities.
- Do not use personal pronouns or articles, e.g. “I”, “me”, “their”, or “the”, “a” or “an.”
- Do not repeat yourself.
- Keep your resume to one or two pages unless you are an experienced teacher or are changing careers.
- **Use key words appropriate to your area: balanced literacy, portfolio assessment, standards based, manipulatives, differentiate instruction, etc.**
- Do not use pre-designed templates in software programs.
- List experiences and activities in reverse chronological order; most recent first.
- **Focus on accomplishments and not just job responsibilities.**
- Should be attractive, concise and easy to read. Use bold or italics for job titles and headings. Be consistent in format.
- Highlight relevant work experience and skills transferable to the classroom.
- Use a legible font style (e.g. Times New Roman, Arial, Georgia, Calibri, Cambria, Garamond) and size 10-12 point font.
- Use white or off-white, high quality resume paper for paper submissions.
- Start every bullet with an action verb followed by the task you performed rather than just listing job responsibilities.
- Do not lie or exaggerate. Be prepared to talk about everything on your resume.

- Have several people review your resume for content, style and to insure it is error free.
- Customize your resume for the employer/position for best results.

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Resume Content Sections

Heading—Consists of your name, address, phone number, email address, and website (optional).

Objective/Personal Mission Statement (optional)—A concise statement that says the type of position for which you are looking or applying.

Education Experience—List in reverse chronological order (most recent to latest) the name and location of where you received your degree(s), your graduation year (month/year), and your degree earned. You can also choose to include your major and minor. Listing your high school information is not recommended.

Licensure—Include what state your license is from/for and the type of license you currently hold or are working toward. If you have your license, provide the month/year that it is valid until (ie. Valid until June 20xx). If you have not yet received your license, be sure to provide the month/year when expected. We recommend using the formal license title (many Indiana teaching license titles are provided on page 11).

Professional Experience—List any classroom or education experiences including: previous teaching experiences, substitute teaching positions, student teaching placements, practicum experiences, working at summer camps, etc. and list the dates of your experience. For each experience, list supporting information highlighting what you've done (no fewer than 2 bulleted points). Be sure this information is short and specific for each experience. Employers are specifically looking for integration of technology, experience with specific assessments, evidence of collaboration and leadership, etc. List experiences in reverse chronological order.

Related Experience—Any other job that you have held (that can be tied to teaching) with the dates of your experience. Again, list supporting information about your experience (no fewer than 2 bulleted points). List in reverse chronological order.

Activities and Honors—List any activities in which you participate and honors you have received in reverse chronological order.

Professional Development—List any professional development opportunities you participated in such as workshops attended, panels attended, courses taken, etc. List these in reverse chronological order.

References—List 3-5 professional references (professors, supervising teachers, past supervisors) and their contact information. Be sure to ask for permission before listing them on your resume.

Additional Information – For new teachers, the typical length of a resume is *one full page OR two full pages*. More experienced teachers will often have at least two full pages. Be conscious of style and format (margins, tabs, alignment, incomplete pages). This packet will help you get started listing the correct information in a good format. If you simply copy the formatting and content in the samples here, your resume will be good, but it is up to you to seek additional help to make it GREAT!

*For assistance creating your basic resume, basic cover letter, help with interviewing, and job searching please call (812) 856-8500 for an appointment with a Job Search Advisor.

*If you are not in the Bloomington area but still want individualized help, call the number above and ask for a phone or online appointment using Adobe Connect.

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Putting Your Words Together to Make Impactful Resume Statements

Once you know what information should be included in your resume and how to arrange it, you are ready to sit down and put the words on paper that will most effectively communicate to an employer what you have to offer. As with any piece of writing, you need to be as concise as possible and your choice of words is extremely important. Pronouns such as “I”, “they” and “he” or “she” are never used, and articles are usually dropped (i.e. “a”, “an”, “the”). This will put the emphasis on your choice of verbs. Where “attended” sounds weak and somewhat vague, “participated actively” sounds dynamic and results-oriented. Watch your use of adjectives and adverbs as well. “Responded promptly to customer inquiries” sounds better than just “responded.”

Below are tips for writing bullet points as well as a list of action verbs to help you make the most appropriate word selections to put some punch in your resume. Use your resume to promote yourself, but be careful not to exaggerate your skills in communications with a future or current employer.

Creating Resume Bullet Points

For each job, it is important to go beyond simply stating what you did in that position. Why was the task important? What was your impact within the district/organization? How did you perform your duties? What skills did you use or develop? What were the outcomes/results?

Use formula “Verb + Context + Results”

Create bullet points that begin with a strong verb, emphasize skills or qualities required in the next job you seek, and conclude with results or gains from the experience.

Assisted a sixth grade class with physical science becomes:

- Mentored sixth grade students in physical science, demonstrating ability to develop effective learning relationships with multiple age levels

Planned and taught small group lessons with ELL students becomes:

- Planned and taught small group lessons with ELL students, incorporating cultural knowledge to engage learners

Answered phones for busy office becomes:

- Maintained organized and efficient work environment, answering phones for busy office

Action Words

For Resumes and Cover Letters

Achieved	Designed	Launched	Reviewed
Acquired	Detected	Maintained	Revised
Adapted	Developed	Managed	Scheduled
Addressed	Devised	Marketed	Selected
Administered	Discovered	Minimized	Separated
Advised	Doubled	Motivated	Setup
Analyzed	Drafted	Navigated	Simplified
Anticipated	Edited	Negotiated	Sold
Approved	Eliminated	Observed	Solicited
Arbitrated	Endorsed	Obtained	Solved
Assembled	Enforced	Operated	Sorted
Assisted	Entertained	Organized	Staffed
Audited	Established	Originated	Streamlined
Balanced	Evaluated	Oversaw	Structured
Budgeted	Executed	Participated	Supervise
Calculated	Expanded	Performed	Supervised
Centralized	Expedited	Persuaded	Supplied
Changed	Explained	Pinpointed	Supported
Coached	Facilitated	Planned	Surveyed
Collaborated	Finished	Prescribed	Synthesized
Collected	Forecasted	Prevented	Systematized
Communicated	Formed	Processed	Taught
Compared	Formulated	Produced	Tested
Compiled	Fostered	Programmed	Trained
Completed	Founded	Promoted	Translated
Composed	Generated	Proposed	Transmitted
Conceived	Guided	Protected	Transported
Condensed	Handled	Proved	Traveled
Conducted	Hired	Provided	Treated
Conserved	Implemented	Publicized	Used
Constructed	Improved	Published	
Consulted	Increased	Purchased	
Contracted	Influenced	Reacted	
Controlled	Informed	Recommended	
Converted	Inspected	Recorded	
Coordinated	Instituted	Recruited	
Created	Instructed	Reorganized	
Cultivated	Insured	Reported	
Defined	Interpreted	Researched	
Delegated	Interviewed	Resolved	
Delivered	Invented	Restored	
Demonstrated	Investigated	Revamped	

References for

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TOM JONES

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OBJECTIVE

Seeking elementary teaching position at Indianapolis Public Schools. Licensed as of June 2014

EDUCATION

Indiana University, Bloomington, IN May 2015
Bachelor of Science in Elementary Education

LICENSURE

Indiana Initial Practitioner License in Elementary Generalist Valid until May 2017

TEACHING EXPERIENCE

Fairview Elementary School, Bloomington, IN Spring 2015
Student Teacher, 3rd Grade

- Collaborated with a team of general and special education teachers to adapt and modify lessons and activities to meet needs of seven students ranging from 2nd through 6th grades
- Performed various assessments such as Preference, Ecological and Discrepancy
- Attended transitional admission, review, and dismissal (ARD) meetings and received special mentoring from principal concerning best practices, goals, and procedural guidelines
- Designed and implemented positive classroom management strategies through consistent application of rules and structure, and through nurturing an environment of social awareness, trust, and respect

Riverside School 44, Indianapolis, IN Fall 2014
Pre-Service Teacher, 1st Grade

- Assumed full-time responsibility for class of nineteen inclusion students
- Collaborated with host teacher and members of teaching team to plan and teach
- Implemented classroom management and community building strategies
- Designed and facilitated hands-on activities for all content areas that resulted in increased student motivation and participation

University Elementary School, Bloomington, IN Spring 2014
Field Experience Teacher, Kindergarten

- Developed and instructed various individualized lesson plans according to each student's IEP goals
- Met with parents to gain insight into family experiences with special education
- Conducted AIMSweb universal screening measures for early literacy skills

Robbins Elementary School, Bloomington, IN Spring 2014
Field Experience Teacher, 5th Grade

- Assisted diverse student population including ESL students
- Planned and executed thematic units in math, science, and social studies

RELATED EXPERIENCE

Boy and Girls Club of Bloomington , Bloomington, IN	September 2013-May 2015
<i>Reading Tutor</i>	
<ul style="list-style-type: none">• Guided elementary aged students with reading fluency and comprehension skills• Created engaging activities to meet the students' learning abilities and needs	
Camp Tecumseh YMCA , Brookston, IN	June 2012 – July 2014
<i>Counselor</i>	
<ul style="list-style-type: none">• Collaborated with co-counselors to plan themes and activities for elementary age children• Planned 10 week curriculum for and supervised 10 to 20 nine to thirteen-year-old children• Facilitated group activities and outdoor outings for campers	
Reed Family , Bloomington, IN	January 2012 – June 2014
<i>Caregiver</i>	
<ul style="list-style-type: none">• Cared for two boys, ages 2 and 6, five days a week• Transported children to their scheduled events and activities• Managed the family's daily routine and implemented discipline• Guided children in educational activities in accordance to their developmental age	

LEADERSHIP AND ACTIVITIES

Special Olympics of Indiana, Monroe County, Volunteer	2012-2015
Indiana University Education Council, Member	2013-2015
Indiana University Dance Marathon, Dancer	2012-2014
Kappa Delta Pi, President	2013-2014
Indiana Teacher Association Fall Conference, Presenter	Fall 2014

PROFESSIONAL DEVELOPMENT

Attended Armstrong Panel, Indiana University School of Education	October 2014
Attended SMARTBoard workshop, Indiana University School of Education	April 2014
Attend iPad Apps for Educators workshop, Indiana University School of Education	March 2014

CERTIFICATIONS

HONORS

Community of Teachers Scholarship Fall 2014

TOM JONES

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REFERENCES

Susan Brown, 3rd Grade Teacher
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JACK SMITH

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OBJECTIVE

Seeking a 3rd grade teaching position at South Hamilton Elementary. I will be licensed in January 2015.

EDUCATION

Bachelor of Science in Elementary Education and Special Education, Expected December 2014
Indiana University, Bloomington, IN

CERTIFICATION

Initial Practitioner in Mild Interventions K-6 and Elementary Generalist, Expected January 2015

TEACHING EXPERIENCE

Student Teacher, 3rd Grade, Brown Elementary, Brownsville, IN, August 2014-Present

- Implement multiple curricula including mathematics, science and literacy, incorporating Indiana's State Standards into lesson planning
- Administer successful proactive classroom management plan with Boys Town Well Managed Classroom, demonstrating effective behavior management with 22 diverse students
- Develop strong relationships and communication with parents from varied backgrounds through e-mail, face-to-face contact and phone communication
- Participate actively in staff meetings to address community support, curriculum selection, and other school related issues
- Differentiate instruction to meet the needs of all students

Field Experience Teacher, Fairview Elementary, Bloomington, IN, January 2014-May 2014

- Demonstrated ability to interact at developmentally appropriate levels with 1st through 6th grade students
- Planned and taught whole class and small group lessons periodically, facilitating guided reading, writing, and math groups
- Assisted ELL students with special needs

Pre-Service Teacher, Templeton Elementary, Bloomington, IN, September 2013 – December 2013

- Collaborated with Special Education Teacher and students identified as having a learning difference or Emotional Disturbance grades Kindergarten through second
- Created individual and small group lessons using Differentiated Instruction
- Created a Curriculum Based Assessment (CBA) for a student having difficulty in Math
- Planned to use an Assistive Technology Device to help a student with gross motor skills

RELATED EXPERIENCE

Camp Counselor, Flat Rock River YMCA Summer Camp, St. Paul, IN, Summers 2012, 2013, 2014

- Supervised 10-15 children from ages 3-5 for nine weeks of summer
- Organized meetings with 4 other counselors to ensure that camp ran smoothly
- Designed 9 weeks of educational lesson plans for all campers
- Provided emotional support and taught conflict management skills to campers

Afterschool Assistant, Boys and Girls Club of Bloomington, Bloomington, IN, September 2012-May 2014

- Created educational and recreational activities with other assistants for all members
- Implemented a behavior plan with specific charts and rules for all members to follow
- Maintained positive relationships with all members and their parents during afterschool programming

LEADERSHIP EXPERIENCE

President, Kappa Delta Pi, Bloomington, IN, February 2013-2014

Mentor, College Mentors for Kids, Bloomington, IN, September 2011-August 2013

PROFESSIONAL DEVELOPMENT

Attended Technology in the Classroom workshop, Indiana University, October 2014

Attended RISE/IN-TASS panels on Teacher Evaluation Systems, Indiana University, March 2014

Attended Armstrong Educator Panel, Indiana University, November 2013

MEMBERSHIPS, HONORS, AND AWARDS

Member, Kappa Delta Pi, January 2012-Present

Member, National Education Association, August 2013-Present

Member, Indiana Student Education Association, August 2012-Present

Member, Indiana University Student Council for Exceptional Needs, September 2011-May 2014

Indiana University Recipient, Community of Teachers Scholarship, May 2013

REFERENCES

Dr. Thomas Wheelhouse, Professor
Indiana University School of Education
201 North Rose Avenue
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Stephanie Block, Principal
Brown Elementary School
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Matt Morrison, 3rd Grade Teacher
Brown Elementary School
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mmorrison@brownsvilleschools.net

Patricia Elkhart, 4th Grade Teacher
Fairview Elementary School
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(812) 330-7732
patelkhart@msscs.net

Claire L. Swansons

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EDUCATION

Bachelor of Science in Education: Mathematics Indiana University, Bloomington, IN

May 2013

CERTIFICATION

Indiana Proficient Practitioner License in Mathematics for Junior High, Middle School, and High School

Valid through 2020

- First Aid/CPR completed February 2013
 - Suicide Prevention completed February 2013
 - CPI Non-Violent Crisis Intervention completed January 2013

RELEVANT TEACHING EXPERIENCE

Substitute Teacher, Fort Wayne Community Schools

August 2013-Present

- Instruct secondary math courses of algebra, geometry, pre-calculus, and calculus in district's middle and high schools
 - Teach adeptly in diverse classes with students of differing ability, background and ethnicity
 - Assist with district events such as Mathletes, Math Club, and Afterschool Math Tutoring

Student Teacher, Bloomington High School, Bloomington, IN January 2013-May 2013

- Planned, scheduled and carried out pre-algebra, algebra, and geometry courses, with each class geared to meet students' instructional level
 - Designed lessons and units with objectives aligned to Common Core State Standards
 - Adapted lessons and instruction for students with special needs and worked with special education teachers to form strategies for individual students
 - Created positive behavior management plan actively engaging students to limit behavior issues, using variety of techniques to fit situation and child when challenges arose
 - Collaborated with math department in series of meetings to coordinate math education programs and curricula at multiple schools

Practicum Teacher, Edgewood Middle School, Ellettsville, IN August 2012-December 2012

- Created and implemented Algebra I lesson plans involving technology such as iPads and Smart board for students to interact with and submit practice exercise
 - Helped teacher with grading tests, homework assignments, and quizzes
 - Assisted with instruction in Algebra I, Calculus, and Statistics classes

RELATED VOLUNTEER EXPERIENCE

Special Olympics Indiana, Indianapolis, IN, August 2010-July 2013

Math Tutor, Sylvan Learning Center, Bloomington, IN, January 2011-May 2013

Program Assistant, Boys & Girls Club of Indy, Indianapolis, IN, Summers 2011 and 2012

PROFESSIONAL AFFILIATIONS

Indiana State Teachers Association, 2013-Present

National Council of Teachers of Mathematics, 2013-Present

SUSAN ANNA BANKS

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900 W. Allen St.

Columbus, IN 47203

Education

May 2014

Bachelor of Music Education
Indiana University Jacobs School of Music, Bloomington, IN

Certification

Indiana Initial Practitioner License in Choral and General Music for All Settings

Teaching Experience

August 2014 –

Present

Assistant Instructor

Indiana University Children's Choir, Bloomington, IN

- Responsibilities included assisting, creating, and teaching lessons for a 3rd-6th grade choir program.

August 2013 –

May 2014

Student Teacher

Washington Elementary School, Indianapolis, IN

- Responsibilities included creating the curriculum as well as teaching elementary eurhythmics, middle school songwriting, and choir.

Fall 2013

Field Experience Music Teacher

John Hopkins Elementary, Indianapolis, IN

- Responsibilities included teaching 1st-6th grade general music, Gifted and Talented music, Life Skills music, and choir.

Spring 2013

Practicum Music Teacher

Bloomington South High School, Bloomington, IN

- Responsibilities included teaching secondary choir, primary singing and Orff classes, as well as assisting with the Holiday and End of School Year performances.

August 2012 –

May 2013

Music Instructor

Stafford Music Academy, Bloomington, IN

- Responsibilities included creating the curriculum as well as teaching an elementary music program for parents and their children.

Other Work Experience

2006-Present

Musician

- Active singer-songwriter recording, writing, and performing regularly around the Bloomington, IN and Indianapolis, IN areas.

Summer 2013

Counselor

Indy Music and Arts Summer Camp, Indianapolis, IN

- Responsibilities included exposing and teaching campers to various musical formats.

Honors and Awards

2011-Present

Music Deans Scholarship

2012-Present

Indiana University Bloomington Founders Scholar

2013

Honors International Experience Program Scholarship

Professional Organizations

2010-Present

American Choral Directors Association (ACDA), IU Chapter, Vice President, 2013-2014

2010-Present

The National Association for Music Education (NAfME), IU Chapter

2010-Present

Indiana Music Educators Association (IMEA)

2010-Present

Indiana Student Education Association (ISEA)

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Licensing Information for Educators

Indiana Formal License Titles for Initial Practitioners

For Early Childhood (P-3): Initial Practitioner License for Early Childhood Education and Elementary Primary

For Elementary (K-6): Initial Practitioner License for Elementary Generalist

For TAL students (Special Ed and Elementary): Initial Practitioner in Mild Interventions K-6 and Elementary Generalist

For Secondary (5-12): Initial Practitioner in [Content Field] for Junior High, Middle School, and High School

For P-12 (Visual Arts, Physical Education, World Languages, Vocal and General Music, Instrumental and General Music, School Counseling, School Psychology): Initial Practitioner License in [Content Field] for All School Settings

Indiana Formal License Titles for Proficient Practitioners

After your initial practitioner license, the next license would be the proficient practitioner license.

Your formal license title would then be:

Proficient Practitioner License for (insert language from above for your area of certification and school level)

Ex: Proficient Practitioner License for Elementary Generalist

Please visit the Indiana University School of Education website below for additional information on licensing requirements.

<http://education.indiana.edu/license-development/index.html>

IU Career Connections

Uploading a Resume to Career Connections Online

Loading documents to Career Connections Online is important because it will make it possible for our staff and for employers to search for your resume when they have positions for which you may be a good candidate. The only document that you are required to upload in our system is your resume. However, we strongly encourage you to upload any documents that may be useful in your career progression. This includes copies of your teaching license, CPR and suicide prevention training certification, cover letters, letters of recommendation, and transcripts. Having all of these documents together in one place should make it very easy to forward important career documents to the places you are applying. Keep in mind that there is a limit of 20 documents that you can upload to Career Connections Online.

Log in to your Career Connections Online account at <https://edcareers.indiana.edu> and make sure you have completed your profile before uploading any documents. To upload a document, go to the Documents tab at the top of the window. Click the Add New button at the bottom left. Provide a Label or name for your document and then select the Document Type. In the gray file box, click Browse to find the document you wish to upload. You may also add any notes in the Student Notes file. If this is your first resume, you can make notes for the reviewer or ask questions. When you are finished, click Submit.

The first resume you submit will have to be approved to ensure that it contains no spelling, grammar, typographical, or significant formatting errors. ***We will not approve a resume that includes a photo of you.*** We recommend uploading a Word or PDF document, which makes it easier for us to provide feedback. Once your resume is approved, future versions of your resume will not be reviewed by our staff unless you delete your default resume or set the new one as default. Therefore, it is EXTREMELY important that you CAREFULLY proofread and have others look over your resume before uploading future versions of your resume. Other documents like cover letters, certificates, and licenses are not reviewed. Again, since these documents are not reviewed, you will want to carefully proofread them before you upload them to Career Connections Online.

Be sure to set the appropriate resume as your default resume. This is the resume that will be included in Resume Books put together for employers who request them. It is also the resume that employers will be able to access if they are searching for potential candidates for positions.

When you are uploading documents other than your resume, please be sure to provide a label and click the appropriate document type. The other steps are the same.

If you are uploading scanned documents, please note that there is a 500kb limit which may limit your ability to upload your documents. We are encouraging users to split these documents:

If you have Adobe Acrobat, you can split PDFs by doing the following:

- In Acrobat, go to View > Tools > Pages > Split Document (on the right side menu)
- Choose to split the file size into .5 MB files
- Make sure you have chosen your desired output location and choose OK

If you do not have Acrobat (the free Adobe Reader does not have the ability to split PDFs), there are other freeware and third party websites that can help, such as <http://foxyutils.com/splitpdf/>.

If you have any questions or have problems uploading your documents, please contact Career Connections at [\(812\) 856-8506](tel:(812)856-8506) or email edcareer@indiana.edu

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Resume Checklist

Use this checklist to double check your resume for errors.

OVERALL:

- .5 inch to 1 inch margins on top, bottom and sides
- 10 to 12 point font type—Times New Roman, Arial, Georgia, Calibri, Cambria, Garamond for font style
- Consistent headings, use of bold and italics, punctuation and spacing
- Typestyle (font) is consistent and not mixed with another font style
- Format is easy to read and consistent
- No errors or misspellings
- No artwork, fancy type or colored ink (no pictures)

CONTENT:

- Begin with verb, present tense for now, or past tense (“I” is implied and should not be included)
- Describe your experience, skills and knowledge related to the job you are applying for
- Demonstrate proficiency with specific information (does what you write and say make sense)
- Include details that make you stand out from other applicants (be specific enough that readers can get a picture of what you did)
- Include professional experiences (teaching/classroom), relevant experiences (jobs), and volunteer/leadership experiences
- Include information on areas of interest to school districts such as languages, diversity experience, flexibility, classroom management, use of assessment to inform instruction, Common Core and other standards, teamwork, and communication with parents, co-workers and students—use job announcement as guide
- Make it easy for the employer to see how you meet the specific job requirements/qualifications
- Avoid jargon & abbreviations (exception states) that are not commonly understood