



CAREER AND
PROFESSIONAL
DEVELOPMENT

MAKE YOUR CAREER EPIC!

Explore career paths and learn about yourself.

Prepare to market yourself in your field.

Implement your plan through internships, volunteer work, and other field experiences.

Career Launch!

JOB SEARCH GUIDEBOOK FOR TEACHERS





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Resumes

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 and acts as a personal marketing tool.

Your resume:

- **Initiates contact** with a potential employer
- Gives an employer a **snapshot** of your education, experience, accomplishments, skills, interests and goals; gives you full credit for your achievements, whether you were paid or not
- 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 (internship supervisor, friends, parents, professors, former employers)
- **Supplements information** when you complete standardized application forms



Resume Tips

- ❑ Use a plain Microsoft Word document; not pre-designed templates in software programs.
- ❑ Keep your resume to one page unless you are an experienced teacher or career changer.
- ❑ Make your resume attractive, concise and easy to read. Use bold, italics or underlining for job titles and headings. Be consistent in format. Do not be overly "creative."
- ❑ Use a legible font style (Times New Roman, and the more current Arial, Georgia, Calibri, Cambria, Corbel) in 10-12 pt. Be consistent with your font size.
- ❑ Use margins that are consistent on all sides, and between 0.5" and 1.0."
- ❑ Use perfect grammar, spelling and punctuation.
- ❑ Use present tense for current activities and past tense for previous activities.
- ❑ Do not repeat yourself.
- ❑ Use buzz words appropriate to your industry (see page 5 for examples).
- ❑ List experiences and activities in reverse chronological order; most recent first.
- ❑ Focus on accomplishments and not just job responsibilities.
- ❑ Highlight relevant work experience and skills transferable to the classroom.
- ❑ Start every bullet with an action verb followed by the task you performed rather than just listing job responsibilities.
- ❑ Do not use personal pronouns (e.g. "I", "me", "their"), or articles (e.g., "the", "a" or "an").
- ❑ Focus on the last ten years.
- ❑ 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.
- ❑ If printing, use white or off-white, high quality paper. If uploading or emailing, REVIEW the attachment before you hit "submit!"



Resume Sections

HEADING

(required)

This is at the very top of your resume, and includes your name, phone number, email, location (city and state), and links to any professional sites you want to share, such as your LinkedIn profile.

CERTIFICATIONS

(required)

Because teaching requires a certification, this should be the very first section on your resume. Include state, title, and date of certification or expected / pending certification.

EDUCATION

(required)

For each institution attended, include name of school, city and state on one line. On the next line, list your degree, major, month and year (or expected year) of graduation. On the third line list your GPA (if over 3.0 for undergraduate). If you studied abroad, be sure to include that in this section.

RELATED EXPERIENCE

(required)

List related experiences in reverse chronological order.

Student Teaching / Fieldwork: Include pertinent details of successful units of lessons.

Focus on your accomplishments, mention any special activities (extracurricular, parent conferences, teacher workshops, etc.).

Other teaching experience: Assistant Teacher, Teacher's Aid, Tutor, etc.

Other experience with children or schools: Childcare, camp counselor, school volunteer.

Multicultural experience: Teaching students from diverse cultural backgrounds, working / teaching / volunteering abroad.

Other experience: Include employment history in non-related fields: be sure to highlight teaching-related accomplishments (trained, managed, supervised, presented, collaborated, coordinated, etc.).

SKILLS

(required)

List relevant qualifications and concrete technical and language skills. Be sure to include teaching technologies.

PROFESSIONAL / SUMMARY

Brief statement introducing your set of relevant skills and qualifications.

If included, this would be the first section of your resume, right under your Heading and before your Certifications.

VOLUNTEER / ACTIVITIES

List any recent or relevant volunteer work you've done, or other community work you want to showcase. Highlight your leadership experiences. You can format this section exactly like your "Experience" section, or you can simply list each experience on one line, without bullets.

HONORS AND AWARDS

List any academic awards (such as Dean's List or departmental awards), notable scholarships, or other awards you've received outside of school (e.g., Employee of the Month).

PROFESSIONAL DEVELOPMENT

List memberships and/or leadership positions you hold in professional organizations or honor societies, along with any conferences you've attended.

OTHER CERTIFICATIONS

CPR, First Aid, Lifeguard, etc.



Action Verbs

Teaching	Management	Communication	Research	Technical
adapted	achieved	advertised	clarified	analyzed
advised	administered	addressed	collected	applied
clarified	advanced	arranged	compared	assembled
coached	analyzed	authored	conceived	built
communicated	assigned	communicated	critiqued	calculated
conducted	attained	clarified	detected	coded
coordinated	chaired	collaborated	diagnosed	computed
cultivated	completed	composed	disproved	configured
defined	contracted	contacted	evaluated	constructed
demystified	consolidated	corresponded	examined	converted
developed	coordinated	defined	explored	designed
educated	delegated	demonstrated	extracted	determined
enabled	developed	developed	gathered	devised
encouraged	directed	directed	identified	engineered
enriched	encouraged	discussed	inspected	fabricated
evaluated	executed	drafted	interpreted	installed
explained	implemented	edited	interviewed	inspected
facilitated	improved	enlisted	investigated	maintained
guided	incorporated	formulated	observed	operated
incorporated	increased	influenced	organized	overhauled
informed	inspired	informed	reported	programmed
initiated	launched	interpreted	researched	regulated
instructed	led	lectured	reviewed	remodeled
involved	managed	mediated	searched	restored
lectured	motivated	moderated	studied	repaired
led	organized	negotiated	summarized	retrieved
mentored	outlined	notified	surveyed	solved
observed	oversaw	persuaded	systematized	standardized
participated	planned	promoted	wrote	trained
persuaded	prioritized	publicized		upgraded
planned	produced	reconciled		utilized
presented	recommended	recruited		
provided	revamped	reported		
revised	reviewed	researched		
stimulated	streamlined	spoke		
taught	strengthened	translated		
trained	supervised	wrote		

Financial	Creative	Helping	Administrative	Additional
adjusted	acted	advised	altered	accomplished
administered	applied	aided	assembled	pioneered
allocated	authored	assessed	approved	resolved
analyzed	composed	assisted	arranged	restored
appraised	conceived	clarified	catalogued	selected
audited	conceptualized	coached	categorized	spearheaded
balanced	created	coordinated	classified	
budgeted	customized	contributed	collected	
calculated	designed	counseled	compiled	
compared	developed	dealt	distributed	
computed	directed	demonstrated	edited	
estimated	established	diagnosed	estimated	
forecast	fashioned	educated	executed	
managed	formed	encouraged	gathered	
marketed	founded	enlisted	generated	
netted	generated	expedited	implemented	
planned	illustrated	facilitated	inspected	
projected	initiated	familiarized	maintained	
reconciled	instituted	guided	monitored	
reduced	integrated	helped	operated	
reevaluated	introduced	inspired	organized	
researched	invented	maintained	prepared	
sold	loaded	modified	processed	
	molded	motivated	proofread	
	originated	nurtured	published	
	perceived	performed	recorded	
	performed	referred	reduced	
	planned	rehabilitated	retrieved	
	presented	represented	screened	
	produced	supported	specified	
	refined	upheld	streamlined	
	revitalized		systematized	
	rewrote		tabulated	
	shaped		updated	
	transformed		validated	



Buzzwords

Buzz words in education are key words or concepts that are relevant and widely-used within the field. These words can be highly effectively when incorporated in moderation on a resume and can help you to be advantageously differentiated from other applicants. Use these terms to describe what tasks you have performed in education roles and qualify them by including outcomes/accomplishments of these tasks as well. Below is a list of potential buzz words you might want to include on a resume.

- Balanced Literacy
- Common Core
- Cooperative learning
- Critical thinking
- Developmentally Appropriate Practice
- Differentiated instruction
- English as a Second Language (ESL) / English Language Learners (ELL)
- Guided reading
- Individual Education Plan (IEP)
- Interactive exercises
- Interdisciplinary learning
- Literacy (Literature) circles
- Modified instruction
- Multi-cultural instruction
- Response to Intervention (RtI)
- Solution focused approach
- Team teaching



Sample Resumes

Based on our collective experiences hiring, working with schools, and learning from industry professionals, the CPD team has put together a Mercy Format that we believe will help you put your best foot forward when it comes to your teaching resume. We strongly encourage you to use this, and not any of the templates you can find online or in Word. Only resumes in Mercy Format will be approved for use in Handshake. If you want to use a different format, consult your Career Coach first! On the following pages are some samples in Mercy Format to help you create or update your resume. Remember to remove the “sample” banner from the top left corner for your own use.

First Name Last Name

Dobbs Ferry, NY 10522 / (914) 123-4567 / firstname.lastname@mercy.edu

EDUCATION

Mercy College, Dobbs Ferry, NY

Master of Science in Early Childhood Education, Birth - Grade 2

Expected May 20xx

Bachelor of Science in Behavioral Science

Expected May 20xx

GPA: 3.6

HONORS

Dean's List (Fall 20xx)

STUDENT TEACHING

Hunter Elementary School, Dobbs Ferry, NY

Spring 20xx

Student Teacher, First Grade

- Developed interdisciplinary project on multi-cultural arts and crafts
- Planned and coordinated lessons in all subject areas
- Facilitated guided reading groups
- Utilized SMART Board to enhance lessons
- Modified lessons to effectively teach students with varied learning abilities

RELATED EXPERIENCE

Classroom observation, 60 hours

Completed by May 20xx

ABC Kids Club, Bronx, NY

Fall 20xx

Reading Tutor, Kindergarten

- Designed and modified stories for students working at or below pre-primer reading level
- Facilitated improvements in reading comprehension skills
- Collaborated with other instructors to foster positive social development

Childcare Provider, White Plains, NY

Sept 20xx - Jan 20xx

- Supervised afternoon activities for 3 children ages 2-8
- Assisted elementary school age students with homework
- Worked toward goal of independent and on-time completion of assignments

OTHER EXPERIENCE

Macy's, New York, NY

Summers 20xx-20xx

Sales Associate

- Provided personal customer service, helping to direct shoppers to desired merchandise and addressing questions about store products
- Trained and supervised three new employees

SKILLS

Computers: Microsoft Word, Excel, PowerPoint, SMART Board

Languages: Bilingual, fluent in English and Spanish

First Name Last Name

Dobbs Ferry, NY 10522 / (914) 123-4567 / firstname.lastname@mercy.edu

CERTIFICATIONS

New York State Professional Certification for Adolescents in Mathematics (7-12)

New York State Certification for Students with Disabilities, Mathematics (7-12)

EDUCATION

Mercy College, Dobbs Ferry, NY

Master of Science in Secondary Math (7-12) and Students with Disabilities GPA: X.YX

May 20xx

Bachelor of Science in Mathematics GPA: X.YZ

May 20xx

Honors: Kappa Delta Pi, International Honor Society in Education

EXPERIENCE

Yonkers Public Schools, Yonkers, NY

Student Teacher

August 20xx – Present

- Deliver math instruction to adolescents ages 7-9, utilizing current SMART technology and collaborative activities
- Develop curriculum for math department to meet New York State guidelines
- Serve as liaison between Parent Committee and teaching staff regarding STEM initiatives
- Created and developed after-school mathematics enrichment program for grades 7-8
- Established budget and secured approval and funding for Saturday Math Competition
- Wrote grant proposal on Gen Z SMART technology, and presented to Yonkers Board of Education (Jan 2013)

New York City Department of Education, New York, NY

Summer Intern

June 20xx – August 20xx

- Conducted research on several school districts involved in departmental education summary
- Prepared PowerPoint presentations and presented recommendations to senior education team

Green Pines Summer Camp, White Earth, MN

Head Counselor

June 20xx – August 20xx

- Managed group of 27 high school counselors to ensure camper safety and optimal activity level
- Created daily math activities for campers ages 8-12

LEADERSHIP AND ACTIVITIES

Collegiate Science and Technology Entry Program (CSTEP), White Plains, NY

Advisory Board Member, White Plains, NY Chapter

August 20xx – Present

- Coordinate programs for the educational and professional growth of CSTEP students

Mercy College Lunch Buddies

President

September 20xx – May 20xx

- Organized and managed student groups to volunteer at Yonkers and Bronx middle schools
- Created and implemented evaluation process to measure effectiveness of program

PUBLICATIONS AND PRESENTATIONS (if applicable)

The Adolescent Brain and Math: Learning for life in our times. Book review published in *Middle Ground*, National Middle School Association, February 20xx

SKILLS

Computer: Microsoft Office (Excel, Word and PowerPoint); SMART Board technology

Language: Fluent in Spanish

First Name Last Name

City, State / (917) 555-2222 / firstname.lastname@mercy.edu

SUMMARY (optional)

- Bilingual in Spanish/English with multi-cultural experience abroad and locally
- Excel at fostering positive learning environments for students through high school utilizing developmentally appropriate practices
- Excellent collaboration and team building skills built in leadership and customer service experiences
- Adept use of assessments and talent for incorporating technology into lessons
- American Red Cross, Standard First Aid and CPR, 20xx-Present

CERTIFICATIONS

Full Name of Certificate	Expected June 20xx
Full Name of Certificate	Month 20xx

EDUCATION

Mercy College, Dobbs Ferry, NY	
Master of Science in Adolescence Education	Month 20xx

State University of New York at Oneonta, Oneonta, NY	
Bachelor of Arts in English	Month/20xx

RELEVANT TEACHING EXPERIENCE

MLK High School, Bronx, NY	Fall 20xx
Student Teacher	

- Designed and implemented Problem/Project-Based and Understanding by Design curriculum utilizing Common Core Standards
- Utilized multimedia resources and real-world examples to engage students in school with more than 54% free and reduced lunches and over 70% students from diverse ethnicities
- Provided modifications, using multiple teaching strategies, for learners from varying backgrounds, such as English Language Learners, students with IEPs and gifted learners
- Integrated technology into lessons, including Smart Boards, Movie Maker, Pod Cast and Blogs
- Established positive behavior management through active engagement of learners and clear expectations
- Utilized ongoing informal and formal assessment to measure effectiveness of teaching and optimize student learning, adapting instruction when needed

XYZ High School, New York, NY	Month 20xx – Present
Substitute Teacher	

- Teach ELA, math, science, and social studies
- Manage the classroom promoting positive student behavior
- Develop lessons and plans based on a guided curriculum; develop rubrics, and grading systems
- Maintain accurate attendance through the school year
- Ensure the safety and security of the students

Little Einstein's Early Childhood Center, Brooklyn, NY

Kindergarten Bilingual Teacher

September 2017- June 2019

- Created Assessments
- Planned lessons using differentiated instruction
- Set monthly goals for the students
- Participated in meetings to discuss student progress
- Used a variety of teaching strategies for the students' individual needs

OTHER EXPERIENCE (optional)

Colegio Senora del Rosario, Valencia, Spain

October 20xx – June 20xx

High School Tutor

- Tutored students ages 14-18 one-on-one utilizing Spanish speaking skills
- Imparted useful individual feedback and writing instruction for at-risk high school students

YMCA, White Plains, NY

Summer 20xx

Day Camp Leader

- Designed and implemented eight-weeks of programming for group of 30 teen campers

PUBLICATIONS AND PRESENTATIONS (if applicable)

The Adolescent Brain and Math: Learning for life in our times. Book review published in Middle Ground, National Middle School Association, February 20xx

COMPUTER SKILLS

Proficient in MS Office Suite (Word, Excel, PowerPoint, Access) and Mac Operating Systems; Proficient in SMART Board technology

First Name Last NameDobbs Ferry, NY 10522 / (914) 123-4567 / firstname.lastname@mercy.edu**CERTIFICATIONS**

New York State Professional Certification for Adolescents in Mathematics (7-12)

New York State Certification for Students with Disabilities, Mathematics (7-12)

EDUCATION**Mercy College**, Dobbs Ferry, NY*Master of Science in Mathematics Education*

May 20xx

Bachelor of Science in Mathematics GPA: 3.3

May 20xx

EXPERIENCE**Yonkers Public Schools**, Yonkers, NY*Student Teacher*

January 20xx – Present

- Deliver math instruction to adolescents ages 7-9, utilizing current SMART technology and collaborative activities
- Develop curriculum for math department to meet New York State guidelines
- Plan, develop and manage collaborative efforts between Math and Science departments
- Evaluate academic and social growth of students, as well as progress in mathematics skills and knowledge
- Serve as liaison between Parent Committee and teaching staff regarding STEM initiatives
- Created and developed after-school mathematics enrichment program for grades 7-8
- Established budget and secured approval and funding for Saturday Math Competition
- Wrote grant proposal on Gen Z SMART technology, and presented to Yonkers Board of Education (Jan 20xx)

United States Marine Corp*Platoon Commander*, Marine Corp Base Camp, Pendleton, CA

June 20xx – August 20xx

- Directed a platoon of 50 marines and maintained 78 pieces of logistics equipment and vehicles valued at \$6.2M
- Oversaw the morale, welfare, training, physical fitness, and daily performance of unit
- Performed flawlessly in a stressful and fluid environment in preparation for prospective combat operations and in support of Operation Freedom

Liaison Officer – 1st Marine Division, Kuwait and Iraq

June 20xx – May 20xx

- Handled all logistical requests and missions for the 1st Marine Division
- Assisted in planning and retrograding all Marine Infantry Battalions in and out of Iraq
- Executed strategic plans for transporting and tracking supplies through numerous channels

LEADERSHIP AND ACTIVITIES (if applicable)**Collegiate Science and Technology Entry Program (CSTEP)**, White Plains, NY*Advisory Board Member*, White Plains, NY Chapter

August 20xx – Present

- Coordinate programs for the educational and professional growth of CSTEP students

PUBLICATIONS AND PRESENTATIONS (if applicable)

The Adolescent Brain and Math: Learning for life in our times. Book review published in *Middle Ground*, National Middle School Association, February 20xx

SKILLS*Computer*: Microsoft Office (Excel, Word and PowerPoint); SMART Board technology*Language*: Fluent in Spanish



Cover Letters

A well written business style cover letter should accompany every resume being sent to a prospective employer. Think of the cover letter as a promotional advertisement of your candidacy. The first impression of you as a candidate will be based on your ability to express yourself and stimulate interest in your background and qualifications. A cover letter's goal is to highlight your knowledge, skills and related experience and establish yourself as a viable candidate. Your cover letter should show how your qualifications meet the needs of the school and its students. This is your opportunity to distinguish yourself from the other candidates (background in the arts, ability to coach, fluency in a language, etc.)

There are two basic types of cover letters: application (responses to available openings) and broadcast (general inquiry about available openings). Letters should be addressed to a specific individual. Try to find the name and title of the school district contact before writing. Hiring officials are often listed in directories, available by phoning the school district, or by checking online information about the district. Make sure you have the correct spelling of the person's name. If you cannot obtain a name, address the letter "Dear Administrator".

The first tip in writing a cover letter is to review information about the job and the school and attempt to address key points relating specifically to that position, school and district. Next, consider your own qualifications and select those that most closely fit the requirements of the position. What are your strongest selling points? What makes you especially qualified for that position?

Cover letters should never be more than one page and should not repeat your entire resume.

GUIDELINES

- **Always customize** your letter for each position.
- Proofread and have someone else proofread!
- Mistakes could cause your immediate rejection.
- Use the same contact information heading for resume and cover letter.
- Avoid beginning too many sentences with "I".
- Use professional language without too much jargon.
- Demonstrate your abilities with specific examples. Show how your qualifications meet the needs of the school. Highlight relevant experiences, appropriate training and specific qualifications.
- **Use your own words**; you do not want your cover letter to sound like it was copied from a book or the internet.



Sample Cover Letters

Cover letters do not need to be approved for use in Handshake, but you are strongly encouraged to follow the Mercy Format and have your first letter reviewed by your Career Coach.

First Name Last Name
Your present street address
City, State Zip Code
Cell phone
Email

Date

Contact Person's Name
Title
School or District
Street Address
City, State, Zip Code

Dear Administrator (or Mr., Ms., or Dr. if you know the person's name):

First sentence/paragraph: State why you are writing: specify the position for which you are applying and whether you saw an advertisement or heard about the position or school through a referral or by reputation.

Second paragraph: Begin with a sentence that immediately grabs the reader's attention. Briefly summarize why you are qualified for the position – use examples and specific accomplishments to show how your skills and experience, strengths and accomplishments will address the school's and the students' needs. Do not reiterate what is on your resume. However, you can elaborate on something in your resume and how it impacted the students. Highlight any special skills that make you a more valuable candidate, i.e. your desire to coach a sport, your theater/drama experience, your interest in music or art, etc. If you are a graduate of the school, student taught or was a TA at the school, mention it in the first sentence of this paragraph.

Third paragraph (optional): Use this paragraph to reveal more of yourself. If you are a career changer, tell how skills developed during your previous experience will be an asset to you as a teacher (i.e. communication, management, follow-through, organization). You can also state why you decided to teach.

Last paragraph: Express your sincere commitment to education and teaching children. Close the letter with a request for an interview and include via phone or email (as stated in heading above). Conclude by thanking the reader.

Sincerely,
(Signature)

Your full name, typed

First Name Last Name
123 University Avenue
Bronx, NY 10453
914-123-3457
firstname.lastname@email.edu

April 20, 20xx

Ms. Brenda Fraser
Director of Human Resources
Yonkers School District
Yonkers, NY 10701

Dear Ms. Fraser:

I read with great interest the elementary teaching position posted on the Yonkers Public School website and I am eager to apply for this exciting opportunity.

In addition to completing a dual Bachelor/Master's degree this year, I served as a tutor in an after-school program at a local homeless shelter, where I helped students complete homework assignments and broaden their understanding by connecting to the world outside their community. As a student teacher, I created lessons that engaged all learners by applying a variety of teaching methods and utilizing SMART Board technology. I formed cooperative learning groups, organized individualized projects, created learning centers and implemented learning style research in every lesson. Alternative assessment methods, such as portfolios, rubrics and performance assessments, in combination with traditional tests, enabled me to evaluate the students individually and comprehensively. In both my student teaching and tutoring experiences, I met with parents to keep them apprised of their child's accomplishments and areas needing extra attention.

Classroom computers present unique opportunities to help each child achieve success. In a staff development workshop, I attended called *Problem-Based Learning*, I learned to pose open-ended questions that children could research over the internet. In addition, I have studied and continue to monitor educational software and websites that address the diverse abilities and interests of children.

I am passionate about teaching children and forge relationships with them that help build a sense of confidence and enable them to grow as learners. I would appreciate the opportunity to meet with you to discuss how my skills and experience can meet the needs of your students. Thank you for your consideration.

Sincerely,

First Name Last Name

First Name Last Name
123 University Avenue
Bronx, NY 10453
914-123-3457
firstname.lastname@email.edu

July 29, 20xx

Dr. Veronica Adler
Human Resources Director
City-As-School High School
16 Clarkson St
New York, NY 10014

Dear Dr. Adler:

I am interested in the secondary English teaching position for the 20xx-20xx academic year. I am well qualified for this position, possessing New York State certification for English Language Arts (5-12), a B.A. in English, and a Master of Science in Adolescence Education, Grades 7-12.

My experiences as a substitute, tutor, and student teacher have afforded me the opportunity to interact with diverse student populations and engage them in learning. Using teaching methods that coincide with the Universal Design for Learning, including providing high-interest learning material and multiple means of assessment and instruction, I strive to ensure that every student achieves excellence.

In addition to believing that every student deserves and is capable of achieving success, I am passionate about preparing students for the globalized world that they will undoubtedly face as they grow to be adults. My lessons utilize any and all technology that is available, giving my students an education in common technological uses including professional writing, internet research and proper communication. Students are also encouraged to use and create podcasts, web quests, and other similar activities as part of their authentic learning experience, which engages them in the subject matter and teaches valuable real world skills.

Through my previous experience in retail sales and management, I understand the importance of motivation and possess excellent listening and time management skills. In training my sales staff, I created a cohesive team of people from very different backgrounds, modifying my training style to suit the needs of each individual. I participated as a tutor through a program at my company, volunteering each week as a teacher's assistant in a local public school. It was this experience that inspired me to re-evaluate my career and return to school to become a teacher.

I look forward to hearing from you at your earliest convenience to further discuss my qualifications as a secondary English teacher in your district. Thank you for your time and consideration.

Sincerely,

First Name Last Name



References

As a part of the interview process, an employer will request 3-5 professional references. They will be interested in communicating with people who can provide information on your performance as a teacher or student teacher, student, employee, volunteer, etc. Carefully select references who know you well enough to offer concrete examples of your strengths. Always contact references and request their reference before you share their contact information with employers. Make sure you supply your references with a copy of your resume and information about the position you are applying.

It is helpful to bring your reference list with you to interviews – the interviewer may request it.

The Reference page should be a separate document from your resume. Use the same contact heading information and style at the top of the page as is on your resume. Type **References** below the contact information and then list 3-5 contacts, in the order you would like them to be contacted. Include the individual's name, title, and contact information.

John Maverick

1000 Sample Avenue

Anywhere, NY 10222

phone number email address

References

Dr. Melissa Jones

Principal

Elm Street Elementary School

1700 Main Street, Dobbs Ferry, NY

Phone

Email

Ms. Debra Fraser

Co-operating Teacher

Elm Street Elementary School

1700 Main Street, Dobbs Ferry, NY

Phone

Email

Dr. Rachel White

Professor, Elementary Education

Mercy College

2900 Main Street, Dobbs Ferry, NY

Phone

Email



Interviews

Making a strong, lasting impression while conveying your skills, abilities and enthusiasm is critical to getting hired. You must be able to convincingly communicate your value to the school and its students. Be able to convey your ability and enthusiasm to teach. Preparation is vital to your success. In order to effectively answer questions, you need to do your homework – about yourself and the schools which you are considering. Interviewers seek attributes such as communication skills, leadership abilities, self-management and personal development skills.



Prepare

Self-Assessment: Identify your strengths. Be able to describe your skills in terms familiar to employers - dependable, quick learner, competent, organized, dedicated, enthusiastic, etc.

Be able to communicate clearly:

- The main reason the employer would want to hire you.
- A summary of what you have to offer in the way of experience, credentials and personality.
- Two key accomplishments to support your interest in the position.
- An answer to what you think might be the employer's main objection to you, if any.
- Why you want to work for that particular school or district.
- The fact that you are student-centered and a child advocate.

(adapted from *Through the Brick Wall*, Wendleton)

Research Potential Employers: Learn as much as you can about the districts or schools that you are targeting.

- Go online to www.olajobs.org or <http://schools.nyc.gov/default.htm> and visit the home pages of various districts.
- Read local newspaper articles about school-related issues (budgets, school boards, classroom activities, testing scores, etc.).
- Check the district's "Report Card" online at <https://data.nysed.gov/>
- Talk to teachers and parents you know in the district or school.
- Identify college alumni (through alumni databases, LinkedIn etc.) working in the industry and network with them to learn more about schools and districts they are working within.

For each school that grants you an interview, find out the following information:

- Basic demographics of the district: geographic boundaries, number of students enrolled, number of teachers employed, socio-economic level and ethnicity of students and district at-large.
- Statistics concerning pupil achievement in reading and math at grade level...above or below?
- Names of key district personnel.
- What the work environment is like...professional development opportunities, workshops/support for new teachers.
- Instructional programs and learning objectives for students in the district.
- Any honors for academic excellence? What extracurricular and sports programs are offered?



Practice

Rehearse answers to anticipated questions. Do your answers sound knowledgeable, direct and brief?

Decide ahead of time which weakness you might disclose and how you will explain the ways you are working to, or have overcome it.

Practice with a Career Coach: the team at Career and Professional Development can help you prepare your answers, or conduct an in-person mock interview to help you practice before your actual interview. Contact our office to make an appointment.

Practice Online: Mercy College students and alumni have 24/7 access to an online system called Big Interview. Create a free account at <https://mercy.biginterview.com/> to learn and practice your skills with interviews tailored for your career interests, level and experience. You can share the recorded interview with a Career Coach, professor, mentor or friend (even if outside Mercy College!).



Tips for Interviewing Success

Listen carefully to the question and answer what is asked as precisely as possible.

If you are not sure what the interviewer asked, get clarification. You can ask the interviewer to explain it, “That’s an interesting question, but I want to be sure I understand. Could you please explain it again?”

If the question concerns an area that is not one of your strengths, do not dodge the issue. Your response might indicate that you are aware of areas in which you want to expand your abilities. For example, if the interviewer asks you to identify any recent workshop experience and you have none, you might say, “I was not recently in the position to take advantage of any workshops. However, I think workshops are a valuable part of every teacher’s continuing growth. I would be very interested in attending workshops about technology in the classroom or values education. Does the district have some specific workshops which they would like me to attend if I am selected for this position?”

Be concise! Direct your answer to the question and make a few powerful points.

Try to limit your answers to two minutes. If you start repeating information, that is a signal to you that it’s time to wrap up your response. *The length of an answer has no relationship to its quality.*

Provide specific examples or points to underscore your ideas.

You add power to your answer by providing a specific example of how you would apply a principle to a real situation.

Do not be afraid to reflect and frame your thinking before answering a complicated question.

Take a few moments to organize your thoughts when presented with a complicated question.

When appropriate, try to target your answers to what you know about the district and its students.

You will have a more successful interview if you match your skills with the particular needs of the school.

This is your chance to spotlight your strengths and overcome the weaker aspects of your candidacy.

Here are some ways to turn some potential difficulties into strengths:

Recent college graduate

The fact that you have been asked to interview for a position means that the interviewers know you are a new teacher and see your potential. This is an opportunity to **highlight your expert training, accomplishments during student teaching, your high energy level, your willingness to contribute to co-curricular activities, and your understanding of youth culture.**

Teacher changing schools

Use the interview to **showcase your proven classroom skills and training.** By researching the school beforehand, you can incorporate and adapt your skills and experiences to fit the needs of the school.

Returning to teaching

Be prepared to **show how experience gained away from the classroom will be an asset to you as a teacher.** Raising children, demonstrating responsibility over a period of years to an employer, leadership positions in the community have prepared you to meet the challenges of teaching. Be sure that your commitment and determination to return to teaching comes through in your responses.

Career changers

As with those returning to teaching, you want to **emphasize your work and life experiences.** The key is to demonstrate how the experience and skills you have developed in another career (training, supervising, managing, implementing procedures, etc.) are transferable to the classroom. The fact that you have left a profession, completed required courses and are willing to start over in a new career indicates your commitment to teaching.

You also must **be prepared to explain why you decided to change careers and become a teacher.** The best responses show that you are committed to and passionate about teaching and not running away from an unsuccessful career.

CHARACTERISTICS SOUGHT AFTER IN TEACHERS

Allow for individual expression
Community involvement and civic responsibility
Confidence
Energy and enthusiasm for students and teaching
Excellent communication and public speaking skills
Foreign language skills (research by school district)
Flexibility
Having an educational philosophy
Initiative
Interest in extracurricular activities
Up-to-date knowledge of technology, teaching methods, and subject matter
Leadership ability and management skills
Lifelong learner
Make a difference with challenging and special students

Maturity and judgment
Organization
Other experience with children – parenting, scouts, coaching, etc.
Patience
Person with interests and hobbies – “a life”
Poise
Possibility – not limitations
Respect for oneself and for children
Role model for students
Sense of humor
Team player
Understanding of multiple intelligences
Warm, empathetic, and nurturing
Willingness to grow



Common Questions

Use the following sample questions and answers as guidelines to prepare for your interview. Tailor these responses to your particular teaching style and the grades that you teach. Practice responding to these questions and be sure you know how to answer them with confidence. Be able to give specific examples.

Tell us about yourself.

This will be the first question at almost every interview. Give a brief background (in about 1-2 minutes). Include the colleges you graduated from, what you are certified to teach, a summary of your teaching and working experiences, and why you would love the job. Be specific.

How do you teach to the state standards?

Stress that your lessons are designed to relate to the standards and also to the teachable moment. Be sure the lesson plans in your portfolio have the state standards typed right on them. When asked about them, pull out a lesson plan and show the close ties between your teaching and the standards.

Where do you see yourself in five years?

Interviewers are checking to see if this is a career commitment for you. You see yourself in the classroom in five years – you cannot imagine being anywhere else! Or, perhaps you plan to pursue an administration or guidance degree and advance your career within the district. Whatever you do, do not imply that the job you are applying for is a short-term stepping stone to a job in another district.

Describe your discipline philosophy.

You use lots of positive reinforcement. You are firm, but you do not overreact. You have appropriate consequences for inappropriate behavior. You have your classroom rules developed by you and your students posted clearly on the walls. You have created common routines that students follow every day. You adhere to the school's discipline guidelines and policies.

You should be able to handle most discipline problems on your own. However, be prepared to respond to questions that address those instances when intervention from the principal or other faculty is appropriate. For example, if a fight breaks out, you would immediately notify the office and ask for assistance.

How would you handle a gifted student?

If there is an honors/gifted/advanced placement program, you can recommend the child. For the most part, they are looking to see what you would do with a gifted student in your own classroom.

There are a couple of answers that candidates frequently give that are absolutely incorrect:

- Wrong answer: "I will give the student extra work." Do not say this because you do not want to punish the child for being gifted. Instead, you can say "I will modify assignments to make them more challenging. Differentiated instruction is the key to ensuring that all students are challenged."
- Wrong answer: "I will have the gifted child help other students." Do not say that you will have the child "help struggling students" because that implies that you will use the child as your assistant because he finishes his work too fast. Instead say, "I will provide individualized attention and/or small group instruction when possible so that children at all ability levels can maximize their learning."

What can you contribute to our teaching team here at this school?

This is a wide-open question. Tell them what you are good at and how it will benefit them. Your response should be somewhat specific so they know you have a skill to offer that they do not already have on the team. There are a number of possibilities. Maybe you are really good at teaching with computers. Maybe you are an expert in Shakespeare. Perhaps you did your master's thesis on classroom discipline techniques, or you are really artistic and can display student work in really creative ways. You might have coaching experience. When you answer this question, you want the interviewer to think, "Oh! We need someone like you around here."

How do you meet the needs of special education students?

If they have an IEP (Individualized Education Plan) you follow it. You would review the IEP prior to the beginning of the school year and meet with the parents if possible. You work together with the special education teacher and/or consultant teacher to find out what the student needs and to provide it to him/her. You modify your assignments so that the special education child is challenged, but not overwhelmed. Give an example (without using names) of a special needs student you have worked with in the past.

How do you integrate technology into your teaching?

You may take the students to the computer lab, use word processors with them or teach students to use the internet for research projects. Tell them you are anxious to put up a classroom website. If you use PowerPoint in your teaching tell them about it. In fact, tell them you think it would be fun to teach the students to make their own PowerPoint presentations. Tell them about how you use SMART Board in the classroom. You would also integrate age-appropriate software in a particular subject for reinforcement.

What will your classroom environment look like?

Interviewers ask this question often. Most people talk about the student work hanging on the walls and the arrangement of furniture. Do not just describe your room, describe the students in the room. Your classroom environment is filled with busy students participating in hands-on, exploratory learning.

Why do you want to teach at this particular school?

Check the district website before the interview. Some possible answers: You cannot say enough good things about the student population. It is wonderful because the parents are so involved. You have known other teachers in the district who are very happy here. The school's philosophy and/or mission statement is similar to yours. If you have student taught or subbed in this school, tell them how wonderful your experiences were. Let them know that you have applied to a few other schools, but this school is by far your number one choice. Do not mention irrelevant information such as your commute, interview committees will not be concerned with this. Keep singing the praises of the school when you answer this question, and avoid talking about yourself.

What do you do if a student confides in you and tells you about something serious (example: he tells you that he is being abused), but asks you not to tell anyone?

You must report it. Explain to the student that you must report it for him and for yourself. For the student's safety, you must tell an appropriate authority. Depending on the school's policy, you might tell a social worker, counselor, or principal. Most students will understand that you are trying to make things better. If he is confiding in you that means he is looking for a solution. Since you cannot take this kind of matter into your own hands, reporting the incident is your way of helping the student find a solution to the problem.

How do you integrate higher-order thinking skills into your teaching?

You present students with open-ended assignments that require creativity and advanced thinking skills. Your test questions often feature subjective questions that require reasoning and logic. You challenge students to "discover" answers, rather than just tell them answers. Offer to present examples from your portfolio.

How do you integrate creative problem-solving skills into your teaching?

You welcome creative thinking and do not expect a single right/wrong answer for each student. You develop challenging questions or thoughts and give students the resources to come up with a unique solution. Give examples.

What is your philosophy on teaching Math?

You want students to ‘discover’ math. If you are in an elementary school, emphasize manipulatives. Elementary teachers should know the difference between the “Everyday Math Program” (which is a “New Math”) and a more traditional Math program. You also want students to know basic math skills so you teach a combination of modern with some emphasis on the traditional.

Secondary teachers must emphasize the teaching of concepts in interesting ways that will keep students engaged. Emphasize that instruction is aimed at preparing students for state assessments and the world they live in. Give specific examples of ways you connect math to real-life situations that students can relate to.

ADDITIONAL POSSIBLE INTERVIEW QUESTIONS

- In one minute explain what you believe about education. How would you accomplish your beliefs?
- Since you applied, what steps have you taken to learn more about our School District?
- In your judgment, what are the 3 most crucial characteristics of an effective teacher?
- Name 3 personal characteristics that will help you to be successful in this position.
- What are 3 areas you would like to further develop and how would you do it?
- If you were appointed, what steps would you take before assuming this position?
- Which teaching strategies do you believe are most effective?
- Is there anything you would like to mention that has not been addressed?

PRACTICE ANSWERING BEHAVIORAL QUESTIONS

Begin to practice answering questions by anticipating what questions an interviewer may ask. Always give concise examples when answering questions. Follow a format but try not to sound too mechanical. Incorporate your answers into your conversation with the interviewer.

An effective method to use when answering questions is **STAR**.

SITUATION/TASK	Describe a situation or a task you needed to accomplish
ACTION	Describe the action you took and the obstacles you overcame
RESULTS	Tell how the situation or task ended – what you accomplished, what you learned, and/or the goal you achieved – give quantitative answers whenever possible.

Below are examples of situations you might be asked to address. Use the STAR method to respond.

- One of your students becomes disruptive.
- A student reveals some very personal concerns and then withdraws and says nothing more.
- One of your students becomes violent.
- A parent becomes very angry during a parent-teacher conference.
- One of your students doesn't respond to your discipline plan.
- Take a position on Whole Language or Phonics and defend it.
- You suspect a project turned in by a student was completed by someone else.
- After you've given an assignment, you notice a student quietly crying.
- Two of your students are fighting.
- A student refuses to salute the flag or observe certain holidays.
- You observe a student cheating on a test during class.
- A student reveals a situation at home that makes you think she may be the victim of some kind of abuse.
- You disagree with your principal's method of handling a given situation.
- One of your students becomes belligerent and defies you.
- A student brings you some money, says he found it, and then wants to know if he can have it to keep.
- You feel your principal is not supporting you in a difficult situation.
- A student has an accident on the playground; he's on the ground and unable to move.

THE DEMONSTRATION LESSON IN THE CLASSROOM

Many school districts will ask you to teach a demonstration lesson as part of the interview process –potentially in a real class with students. Preparation for this instrumental interview activity is essential! Here are some tips you can follow to deliver a demo that will help you to stand out as a star candidate:

- Find out how much time you will have, who your audience will be (i.e. what grade level), and what lesson/subject you should be teaching.
- If specific details are not provided, have a variety of lessons/activities/topics planned to show your range in delivering them.
- Consult with the classroom teacher for additional guidance in carrying out your lesson plan to his/her class. Find out about the student demographic (special needs etc.), what lessons they are currently learning and what lessons have been taught in the past as part of the curriculum.
- Provide interactive activities and keep the class engaged. Try to be creative and teach something new to the class based on their needs.
- Bring any and all materials and supplies you will need to deliver the demo.
- Be organized in how you carry out the lesson by identifying what you are going to teach and follow through.
- Practice, practice, practice! Know your material, exude confidence, and be prepared to deliver. Bring in copies of your lesson plans for observers/evaluators and make sure these plans have been proofread and do not contain ANY typos, grammatical errors etc.



Asking Your Own Questions

Candidates must ask questions, too! Be prepared to ask questions that show your interviewer that you understand fundamental issues relating to teaching.

You should have several questions in mind before you arrive for the interview. Some ideas are listed below.

Always research the school's website before the interview! Do not ask questions whose answers can easily be found on the website.

- What types of school activities promote parent-teacher-student interaction?
- What textbooks does the district use in this subject area?
- What role do teachers play in curriculum review and change?
- What types of programs have teachers attended the last year?
- How do your schools utilize teacher aides or parent volunteers?
- Does the administration encourage field trips for students?
- What technology resources will be available to me in the classroom? What do you project for technology in the near future for your district?



Interview Reminders

- The interview begins when you walk into the room. Always present yourself as a mature, dedicated professional.
- Become familiar with the various interview types. Be prepared for any format (single interviewer, panel interview) and for difficult questions about teaching or your background.
- Focus attention on your strengths; always try to illustrate how you can address the needs of the school.
- Be prepared to tell anecdotes from the classroom.
- Answers should not take more than two minutes.
- Offer examples from your portfolio to support your answers.
- Stay cool – even if pressed or if you make a mistake. Interviewers need to know that you can maintain your poise and think clearly during stressful moments.
- Always ask your own questions to learn more about the school and to impress your prospective employers. Be familiar with the information on the school's website so that you don't ask questions whose answers can be found on the site.
- Refer to internet sites, "best practices" used by master teachers, research from a college course, journal or book in your answers.
- When the interview concludes, ask what the next step in the hiring process will be. You can also ask when you should expect to hear back. Be sure to thank the interviewer(s), express your interest in the position, and get a business card or the names of each interviewer. Send an email thank you within 24 hours of the interview. (See page 26 for a sample thank you note.)



Image Tips - Polished & Professional

Dress more formally than the school's dress code - usually a business suit or as close as you can get.

BUSINESS SUIT OR DRESS

A pantsuit, skirt suit, or dress with blazer is always appropriate. Wear conservative colors – grey, black, navy, or pinstripe only. If you wear a dress or skirt, make sure the hemline is knee-length or lower with no high slit.

TOP

Wear a long-sleeved button down shirt or a business-like blouse that looks neat under your suit. White or pastels are preferred. Make sure that your top is freshly cleaned and pressed, and has a conservative neckline.

SHOES

Dress shoes (laced, buckled, or slip-on), pumps, wedges, or conservative flats are preferred. Your shoes should be a conservative color – black, brown, and navy are safe – and coordinate with the rest of your outfit. Avoid shoes with open toes or very high heels, and be sure that you can walk and stand comfortably in them. Make sure your shoes are clean, polished, and in good repair.

SOCKS AND HOSIERY

If you are wearing a skirt or dress, hose are recommended to complete your look. Neutral colors are always safe, but hose that blend with the hemline is also acceptable. No texture, patterns, or opaque. If you are wearing a pantsuit and dress shoes, wear solid-colored socks that match your shoes, and wear them high enough to cover your calf.

ACCESSORIES

Always wear tie, in a conservative stripe or small pattern, with a pantsuit. You might also choose a good leather belt that matches your shoes, or suspenders, but not both. Limit all jewelry for a simple, styled look. You might choose a conservative watch, one or two rings, a small necklace, and/or simple earrings (no dangling earrings or hoops) based on what you normally wear. Limit or avoid visible body piercings.

Carry a professional looking briefcase, handbag, and/or portfolio that contains extra copies of your resume, a notepad, and pen. If you smoke, do not have cigarettes visible in your briefcase or pocketbook.

GROOMING

Make sure that your hair is neat, clean, and out of your face. Your fingernails should be clean, and manicured if desired. Nail polish is fine as long as it is conservative. If you wear facial hair, keep it close-trimmed or clean-shaven for the interview. If you wear makeup, keep it natural and conservative. Avoid perfume, colognes, and lotions with strong smells. Do not smoke for at least one hour before the interview. Avoid strong-smelling foods, and freshen your breath before the interview. Make sure that your outfit is spotless and wrinkle-free.



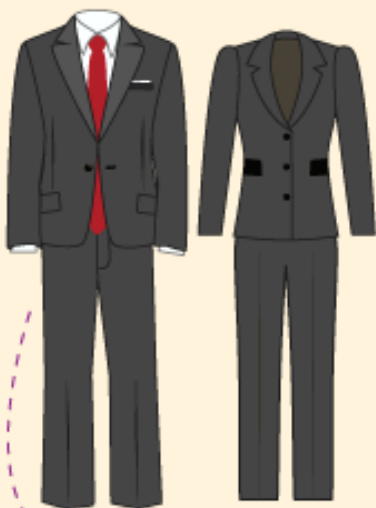
Assemble Your Outfit

Dress for Success!

A GUIDE ON HOW TO DRESS FOR YOUR NEXT JOB INTERVIEW

Business Professional

JOB INTERVIEWING ATTIRE



CLOTHES SHOULD BE:

- ☒ SOLID, DARK OR NEUTRAL COLORS
- ☒ LIGHT COLORS CAN BE WORN UNDERNEATH
- ☒ NO STRIPES OR BRIGHT PRINTS/COLORS

SHOES SHOULD BE:

- ☒ CLOSED-TOE HEEL OR DRESS SHOES

SUIT JACKET & PANTS/SKIRT SHOULD BE MATCHING COLORS

PERSONAL ITEMS & CELL PHONES

Keep cellphones turned off and out of sight with personal items



Carry a portfolio, professional bag or simple purse

BRING ESSENTIALS ONLY!

Business Casual

DAILY WORK ATTIRE

BUSINESS CASUAL COLORS & STYLES

- ☒ NICE PANTS/SLACKS
- ☒ DRESSES
- ☒ NO JEANS, SHORTS, SUNDRESSES OR ATHLETIC WEAR



SKIRTS & DRESSES
should be knee length when standing and thighs covered while seated



TIES
OPTIONAL

JACKETS & SHOES

Blazers & cardigans with flats, boots, closed-toe shoes, or comfortable shoes for walking in



General Recommendations

IT'S ALL ABOUT THE FIRST IMPRESSION

CLOTHES SHOULD BE:

- ☒ TAILORED
- ☒ IN GOOD CONDITION
- ☒ WRINKLE & LINT FREE



HAIR
Well groomed hairstyle



NAILS & MAKEUP
Natural in style



JEWELRY & FRAGRANCE
Wear moderate jewelry with mild fragrance



PIERCINGS & TATTOOS
Align to company culture or standards



NEAT & CLEAN
DRESS SHOES



Belts should match the color of your shoes and attire.

Infographic courtesy of Stetson University.



After the Interview

Always write a letter of appreciation within 24 hours after your interview. Email is acceptable. Write an email to each person you interviewed with. If you had an interview with a large group, you can send one email to all and address it: *Dear Search Committee*. However, a more effective way to stand out is to write an email to each person with whom you interviewed. Try to personalize it by mentioning information they may have offered to you during the interview that stood out to you. Do not copy and paste the same email!

Your thank you is an opportunity for you to reiterate your interest in the position. Many employers will presume you are not interested in the position if they do not receive a thank you message. It is also an opportunity for you to highlight your skills as they relate to the position and restate the points you feel you may not have communicated effectively.

Your thank you note should be brief, personal and grammatically correct. This written correspondence is just as important as a cover letter. Ask someone to proof it for you!

THANK-YOU NOTE EXAMPLE

Dear *(Interviewer's Name)*,

It was a pleasure meeting with you on June 7th to discuss the English teaching position available at Rye High School. I was very impressed with the high quality of instructional goals evident at Rye High and would like the opportunity to join your teaching staff.

My background in writing would be a strong contribution to your school and its goal of having the highest percentage of top graduates in New York State. After having discussed the yearbook production with you, I am excited about the possibility of being an advisor.

I look forward to receiving your call within the next two weeks. If, in the meanwhile, I can provide you with any additional information, please do not hesitate to contact me.

Sincerely,

(Your name)



Helpful Websites

Job Search

<https://mercy.joinhandshake.com> Mercy's job and internship search database. Log in and upload your resume and cover letter to find and apply to teaching opportunities posted on Handshake.

www.olasjobs.org On-line application system for jobs in Putnam and Westchester. Links to school district web sites.

www.teachnyc.net Search available NYC teaching positions. Contains information on becoming a NYC teacher.

www.ctreap.net On-line application system for teaching jobs in CT.

www.njhire.com On-line application system for teaching jobs in NJ.

www.nyccharterschools.org Click "Work at a Charter School" for current openings.

www.teacherjobs.com Teaching jobs throughout US.

www.educatorsally.com Placement agency for Westchester and CT independent schools. No fee charged for placement.

<http://fairfieldteachers.com> Placement agency for private schools in CT and Westchester. Fee charged for placement.

www.carneysandoe.com Placement agency for independent schools in US, including NY area. No fee charged for placement.

www.nais.org National Association of Independent Schools. Search jobs at independent schools throughout US.

www.teacherssupportnetwork.com Job search site for US teaching positions; job search information.

www.schoolspring.com Compilation of US teaching jobs; job search tips and advice.

www.idealist.org Comprehensive listings of non-profit jobs, internships and volunteer opportunities.

www.k12jobs.com US job announcements, certification and salary information, professional organizations.

General Information

www.ed.gov US Department of Education site. Excellent site for job search info as well as material helpful to both new and experienced teachers.

www.nysed.gov NY State Department of Education site. Wealth of resources and information for teachers. Links to organizations.

www.uft.org Provides information for new teachers and the union.

www.educationworld.com Teacher-related and job search information.

www.nces.ed.gov National Center for Education Statistics – find data related to schools in US. Information on all schools. Good resource for job search preparation.

<https://insideschools.org/> NYC public school parents, children’s advocates, journalists and teachers visit schools, talk to parents and research media to present an independent review of NYC schools. Great resource to get inside info on NYC schools.

www.sitesforteachers.com Thousands of links to web sites and resources for teachers.

www.nea.org Site dedicated to topics on public education and educator and parent resources.

www.kdp.org Kappa Delta Pi, Education Honor Society – information for teachers with links to terrific websites.

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MT Campus: 3rd Floor



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Handshake
<https://mercy.joinhandshake.com>

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