

---

# Education Resume, Cover Letter & Reference Guide

## RESUME

One of the most important aspects of your job search is creating your resume. On average, administrators spend less than 30 seconds screening it, so it is essential for your resume to project a clear and concise picture. The purpose of a resume is to market your education-related skills, experiences, and achievements so that you obtain an interview, therefore you should tailor your resume to the position you want.

### Formatting Tips

There are no set rules regarding how to format your resume, however there are general guidelines you can follow when writing your resume. Ultimately you are encouraged to pick the format that best highlights your skills and accomplishments.

**LENGTH:** Education majors typically use a 2 page resume as there are a number of requirements and experiences education students acquire and those should be documented on your resume.

**PAGE NUMBERS:** Always include Your Name, Page 2 on the second page of your resume, in case it gets separated from the first.

**PRIORITIZE:** Place your most important information toward the top of the resume. You may want your first section to be titled "Teaching Experience", where you would then include your student teaching positions.

**PROOFREAD:** Check and recheck for spelling and grammatical errors. Have Career & Professional Development, as well as someone in the teaching profession, review your resume and provide feedback.

**FORMAT:** Start with a blank Word document. You may want to start by making a list of all of your experiences, certifications, accomplishments. Avoid using templates because they may not allow you to easily move information or change bullets, fonts, or text sizes.

**PRINTING:** Print your resume on quality, white, grey or off-white paper.

**SAVE:** If e-mailing your resume, use your name when saving the document. Be sure to save your resume in multiple locations.

**PERSONAL INFORMATION:** Do not include a photograph or other personal information such as age, weight, height, marital status.

**FONT:** Use easy to read fonts (Ex: Times New Roman, Arial, Calibri, Cambria, etc.). Keep font sizes between 10 point and 12 point.

**MARGINS:** Keep margin widths between .5" and 1".

# Heading

## REQUIRED CONTENT

- **Name:** Make sure your name stands out by using a larger font (16-22 point font) and bolding it.
- **Address & phone number**
  - Include only one phone number and use a professional outgoing message on your phone (*e.g. You have reached the voicemail of Julie Fox, I am sorry I missed your call. Please leave your name, number and brief message and I will return your call as soon as possible. Thanks.*).
  - Include a campus and a permanent address if you will be in different locations during your search.
- **E-mail address:** A combination of your first and last name keeps your e-mail address professional (your SNC e-mail is good forever); remove the hyperlink.

## OPTIONAL CONTENT

- **Personal website/LinkedIn public profile:** Include personal websites only if they are directly related to your objective and will enhance your candidacy. You may consider creating your own online portfolio to highlight your subject area, classroom management plan, strong lesson plans, sample letters, pictures of a well-organized classroom in which you worked.

## Heading Examples

### Example 1

### **Natalie L. Knight**

---

**Campus Address:**

555 Third Street  
De Pere, WI 54115

**Permanent Address:**

2121 Hometown Avenue  
Midtown, WI 5555

(920) 337-5555 ▪ natalie.knight@snc.edu

---

### Example 2

### **Natalie Knight**

---

555 Third Street ♦ De Pere, Wisconsin 54115 ♦ (920) 337-5555 ♦ natalie.knight@snc.edu

### Example 3

### **Natalie Lynn Knight**

---

555 Third Street  
De Pere, WI 54115  
(920) 337-5555

natalie.knight@snc.edu

www.linkedin.com/in/natalielynnknight

---

## Objective

An objective conveys key information to the administrator as to why you have applied. An objective is optional, however when used it can be general or specific. A general objective is most effective when attending a career fair, networking event, or uploading into [Hire a Knight](#) or [WECAN](#). A specific objective is best used when applying to a particular position and should be tailored every time.

**General Objective:** To obtain a position in the field of...(Early Childhood Education, Elementary School Education etc.)

**General objective example:** *Desire a position in the field of Early Childhood Education utilizing skills in positive behavior management and a strong interest in collaborating with colleagues and parents.*

**Specific Objective:** Desire a position as a... (5<sup>th</sup> grade teacher, high school Chemistry teacher etc.) with.... (name of company/organization)

**Specific objective example:** *To obtain the Southwest High School Chemistry Teacher position with the Green Bay School District. Ability to facilitate practical application, hands-on experience, and student-inspired exploration of science.*

## Education

Begin with your most recent educational experience and list backward. High school information tends to not be listed, unless you are applying for a position at the high school or district from which you graduated.

### REQUIRED CONTENT

- St. Norbert College, De Pere, WI
- Degree Name
- Graduation Date (month, year)
- Major(s), Minor(s) and Concentration(s)
- Certification/licensure (These could include CPR/First Aid, Virtus training, ESL, etc.)

#### Education Degrees offered at SNC:

Bachelor of Science

Bachelor of Arts

Bachelor of Music

### OPTIONAL CONTENT

- Cumulative GPA and/or Major GPA, if greater than a 3.0 (Ex: Major GPA: 3.7/4.0)
- Relevant Coursework (include courses that directly relate to Education or subject area)
- Honors and Awards (could be in its own section)
- Study/Teaching Abroad Experience (see Marketing Your International Experience handout for examples)

## Education Examples

ST. NORBERT COLLEGE, De Pere, WI

**Bachelor of Arts Degree**, May 2014

Major: Education      Minor: Early Childhood Education

Major GPA: 3.85/4.0

Overall GPA: 3.6/4.0

Certification: Early Childhood-Middle Childhood

St. Norbert College, De Pere, WI

**Bachelor of Music Degree**, May 2015

Major: Music Education      Emphasis: Vocal

Certifications: General Music and Choral Music

Honors and Awards:

Dean's List

St. Norbert College Trustees Scholarship for Academics

# Writing Your Degree & Certification

## **EARLY CHILDHOOD-MIDDLE CHILDHOOD CERTIFICATION (AGES BIRTH TO 10)**

- Bachelor of Arts Degree
- Major: Elementary Education
- Minor: Early Childhood

## **MIDDLE CHILDHOOD-EARLY ADOLESCENCE CERTIFICATION (AGES 6 TO 13)**

- Bachelor of Arts Degree
- Major: Elementary Education
- Academic or Teaching Minor: German, History, Chemistry, Spanish, Speech Communication, Physics, French, Mathematics, English, Biology, or Computer Science
- Certification Minors: Language Arts, Broadfield Science, Broadfield Social Science, Mathematics Education, or English as a Second Language (ESL)

## **EARLY ADOLESCENCE-ADOLESCENCE CERTIFICATION (AGES 10 TO 21)**

- Bachelor of Arts Degree OR Bachelor of Science Degree
- Major: English, French, Spanish, German, Speech Communication, Social Science, Economics, Political Science, Psychology, Sociology, Natural Science, Biology, Chemistry, Physics, or Mathematics

## **MUSIC EDUCATION**

- Bachelor of Music Degree
- Major: Music Education
- Certification Areas: Instrumental Music (Grades K-12), General Music (Grades K-12), or Choral Music (Grades 6-12)

## Experience

Experience can include paid or unpaid opportunities, part-time or full-time work, internships, volunteer work, significant leadership experience, class projects, etc. Consider titling your first heading "Teaching Experience", and include your student teaching, practicums and field experience. Be creative with your other headings and group experiences together based on similarities. Within each heading your experiences should be listed in reverse chronological order.

## **REQUIRED CONTENT**

- Position Title
- Organization/School Name
- Location (city, state)
- Start date – end date (month year – month year)

## **BULLET POINT FORMATTING**

- Bullet points describe your skills, experiences and accomplishments that relate to the objective of your resume
- Bullets are quick points, not complete sentences
- A quality bullet point contains the following: action verb, duties, skills, and accomplishments
- When possible quantify (Ex: Increased test scores by 20%)
- Use a variety of action verbs to start each bullet point (see next page for examples)
- Use present tense if the experience is current; past tense if the experience has been completed
- Do not use personal pronouns
- Relevant experiences should have more bullets than non-relevant experiences
- The largest section on your resume should be your teaching experience as it is the most relevant. Aim for 5-9 bullet points for each student teaching experience
- Choose simple but formal bullets such as circles, squares, or diamond. Checkmarks, pointing hands, and pencils are too informal and distract from the text on your resume

## BULLET POINT EXAMPLES

**Good:** Created lesson plans

**Better:** Created original lesson plans around the book “The Giver”

**Best:** Created constructivist lesson plans that utilized cooperative learning to discuss concepts in Lois Lowry’s book, “The Giver” and related it to the importance of rules in society

**Good:** Taught many different students

**Better:** Taught a diverse group of students from Green Bay

**Best:** Individually taught 36 students of varying ethnic backgrounds from two different schools in Green Bay including 15 recent immigrants to help them successfully pass the Wisconsin Basic Skills Test

## HEADING EXAMPLES

- Teaching Experience
- Early Childhood Experience
- Elementary Education Experience
- Secondary Education Experience
- Childcare Experience
- International Teaching Experience
- Career-Related Experience
- Additional Work Experience
- Volunteer Experience
- Technology Skills
- Leadership Experience
- Professional Development

## BULLET POINT CONTENT

Reflect on the topics below to help generate achievements, skills, and duties to include in your bullet points. Think about what makes you a unique candidate and communicate that in your bullet points.

- Classroom management experience
- Curriculum development/lesson plans
- Cross-Curriculum experience
- Cooperative learning
- Working with diverse age groups, at-risk youth, ELL students
- Teaching strategies/styles/methods
- Standardized testing
- Use of assessment tools
- Use of theories, educational books, education exercises to encourage comprehension
- Participation in meetings
- Collaboration with other staff
- Parental involvement
- Organizing field trips/special projects
- Participation in the community
- Participation in after-school activities
- Assessing learning
- Use of technology
- Interesting/innovative techniques to engage and excite students in a lesson plan/activity
- Use of contemporary stories, authors, news, etc.
- Accommodations
- Grading
- IEP planning

## Experience Example

**Student Teacher, 8<sup>th</sup> Grade Language Arts, Pulaski Community Middle School**

Pulaski, WI, 01/13-Present

- Tiered lessons to meet the needs of learners within team-taught, regular education, and advanced level language arts classes
- Collaborated with special education staff, language arts teachers, cooperating teacher, parents, and administration to meet the diverse needs of learners
- Implemented a unit on the novel The Giver, in which a variety of instructional strategies were used such as large and small group discussion, writing prompts, hands on, and listening activities
- Tracked progress of students’ development with observation, pre and post, formative, and summative assessment, and self-reflection
- Facilitated write on demands where students were able to practice the district wide writing strategy BEEF UP
- Integrated a variety of technologies into daily instruction
- Demonstrated effective classroom management techniques and classroom expectations
- Input grades using Infinite Campus and completed semester report cards
- Coached forensics participants in grades 6-8

# ACTION VERBS

## ADMINISTRATIVE

Accelerate  
Accomplish  
Achieve  
Act  
Administer  
Allocate  
Amend  
Appoint  
Approve  
Assign  
Assess  
Attain  
Benchmark  
Chair  
Commend  
Compromise  
Consolidate  
Control  
Delegate  
Direct  
Encourage  
Enforce  
Entrust  
Evaluate  
Expedite  
Govern  
Head  
Hire  
Improvise  
Initiate  
Institute  
Issue  
Judge  
Lead  
Maintain  
Manage  
Moderate  
Monitor  
Officiate  
Order  
Oversee  
Prescreen  
Preside  
Prioritize  
Produce  
Prohibit  
Refer  
Regulate  
Run  
Setup  
Start  
Streamline  
Strengthen  
Supervise

## COMMUNICATION

Address  
Broaden

Clarify  
Collaborate  
Communicate  
Compose  
Correspond  
Demonstrate  
Document  
Edit  
Entertain  
Exhibit  
Explain  
Express  
Illustrate  
Interpret  
Interview  
Investigate  
Lecture  
Perform  
Plan  
Present  
Promote  
Proofread  
Read  
Relate  
Relay  
Report  
Review  
Revise  
Speak  
Summarize  
Survey  
Translate  
Transcribe  
Write

## CREATION

Activate  
Complete  
Compose  
Conserve  
Construct  
Contract  
Create  
Discover  
Draft  
Draw  
Engineer  
Execute  
Expand  
Generate  
Inaugurate  
Landscape  
Launch  
Modify  
Mold  
Produce  
Reconstruct  
Redesign  
Remodel

Shape  
Synthesize  
Transform  
Unite  
Utilize

## DEVELOPMENT

Adjust  
Assemble  
Assess  
Build  
Compose  
Conceptualize  
Customize  
Develop  
Design  
Devise  
Draft  
Enlarge  
Format  
Implement  
Improve  
Innovate  
Install Invent  
Fix  
Function  
Make  
Manufacture  
Navigate  
Operate  
Propose  
Refinish  
Renovate  
Repair  
Restore  
Update  
Upgrade

## FINANCE & NUMBER

Abstract  
Account  
Add  
Allocate  
Appraise  
Audit  
Budget  
Calculate  
Collect  
Compute  
Decrease  
Determine  
Divide  
Enter (data)  
Estimate  
File  
Finance  
Formulate  
Increase  
Insure  
Inventory

Invest  
Market  
Maximize  
Minimize  
Multiply  
Process  
Project  
Purchase  
Record  
Reduce  
Solve  
Quantify

## INTERPERSONAL SKILLS

Acclimate  
Accommodate  
Adapt  
Answer  
Anticipate  
Appoint  
Assist  
Assure  
Bargain  
Care  
Coach  
Collaborate  
Confer  
Confront  
Consult  
Converse  
Critique  
Develop  
Encourage  
Exchange  
Familiarize  
Form  
Foster  
Fulfill  
Gain  
Handle  
Implement  
Inform  
Interact  
Intervene  
Join  
Listen  
Litigate  
Mediate  
Model  
Motivate  
Negotiate  
Participate  
Provide  
Recommend  
Reconcile  
Rehabilitate  
Represent  
Resolve  
Share

Suggest  
Treat  
Understand

**TEACHING**

Advise  
Aid  
Amend  
Appoint  
Assist  
Award  
Broaden  
Correct  
Counsel  
Demonstrate  
Display  
Encourage  
Enhance  
Enlist  
Ensure  
Evaluate  
Grade  
Guide  
Help  
Influence  
Instruct  
Introduce  
Lecture  
Mentor  
Program  
Provide  
Rate  
Steer  
Suggest  
Support  
Teach  
Test  
Train  
Tutor

**RESEARCH & ANALYSIS**

Acquire  
Allocate  
Analyze  
Assess  
Assist  
Classify  
Collate  
Collect  
Compile  
Conceptualize  
Conduct  
Deliver  
Design  
Detect  
Determine  
Discover  
Dissect  
Evaluate

Explore  
Examine  
Formulate  
Father  
Identify  
Inspect  
Investigate  
Locate  
Name  
Obtain  
Observe  
Pinpoint  
Prepare  
Prioritize  
Receiver  
Research  
Specify  
Survey  
Test  
Trace  
Track  
Verify

**PUBLIC RELATIONS**

Advertise  
Advocate  
Attend  
Coordinate  
Convince  
Deal  
Dispense  
Disseminate  
Distribute  
Fundraise  
Handle  
Influence  
Lobby  
Persuade  
Poster  
Publicize  
Publish  
Recruit  
Screen  
Seek out  
Sell  
Service  
Target

**ORGANIZATION**

Amend  
Appraise  
Appoint  
Apply  
Arrange  
Award  
Balance  
Catalog  
Categorize  
Connect

Coordinate  
Decrease  
Define  
Draft  
Edit  
Establish  
Facilitate  
File  
Group issue  
Modify  
Orchestrate  
Organize  
Overhaul  
Place  
Prepare  
Program qualify  
Reorganize  
Rewrite  
Schedule  
Set

**MISCELLANEOUS**

Act  
Apply  
Anticipate  
Change  
Check  
Contribute  
Cover  
Decide  
Define  
Diagnose  
Effect  
Eliminate  
Emphasize  
Establish  
Facilitate  
Forecast  
Found  
Give  
Learn  
Navigate  
Offer  
Perform  
Propose  
Receive  
Refer  
Referee  
Register  
Reinforce  
Resolve  
Respond  
Retrieve  
Save  
Select  
Serve  
Set  
Simplify

Study  
Take  
Travel  
Use  
Win

## Sample Resume

---

# Samuel Knight

2121 Hometown Avenue • De Pere, WI 55555  
(920) 337-5555 • sam.knight@snc.edu • www.linkedin.com/in/samknight

---

### OBJECTIVE

Seeking high school chemistry position facilitating practical application, hands-on experience, and student-inspired exploration of science, rooted in strong professional collaboration.

### EDUCATION

St. Norbert College, De Pere, WI

**Bachelor of Science Degree in Chemistry**      GPA: 3.82/4.0      May 2016

Concentration: Broadfield Science

Honors: Magna Cum Laude

Certification: Early Adolescence-Adolescence

### TEACHING EXPERIENCE

Student Teacher, Conceptual Chemistry

April 2016-June 2016

Green Bay Southwest High School, Green Bay, WI

- Monitored Science Resource and aided students with their science work sixth hour three days a week
- Implemented developmentally appropriate Conceptual Chemistry lessons for a range of learners and students with special educational needs
- Attended all-staff and CLT planning meetings with fellow science educators
- Created weekly plans and incorporated practice tests to foster comfort and confidence within the classroom
- Cooperatively developed instructional techniques with a sign-language interpreter to meet the needs of students with hearing impairments
- Attended an I.E.P. meeting with a special education teacher and parent to review a student's progress and challenges within the science classroom
- Utilized Positive Behavioral Interventions and Supports (PBIS) to establish a positive school culture, improve safety, and decrease problem behavior
- Integrated technology into a variety of different classroom settings using flip cameras, ipads, and programs such as iweb and moviemaker

Student Teacher, 8<sup>th</sup> grade Science

January 2016-March 2016

West De Pere Middle School, De Pere, WI

- Planned and implemented age appropriate hands-on activities and labs for an eighth grade science classroom
- Attended I.E.P. meetings and collaborated with parents, faculty, and students to meet the eighth graders' individual educational needs
- Actively communicated with parents via e-mail and parent-teacher conferences
- Collaborated with another science teacher to ensure all eighth graders received a similar science experience
- Volunteered as assistant director for the fall musical, *Seussical Jr.*
- Monitored the fall dance and eighth grade Walk-A-Thon to ensure student safety and appropriate behavior

Teacher Education Field Experience

November 2014-December 2014

Notre Dame High School, Green Bay, WI

- Accumulated 137 observation hours in high school chemistry classroom with cooperating teacher
- Planned and taught 4 consecutive lesson plans which incorporated various activities to engage a range of learners
- Engaged students in conversation to build a comfortable and open learning environment



## **CAREER-RELATED EXPERIENCE**

### Naturalist Intern

Summer 2015-Fall 2015

1000 Islands Environmental Center, Kaukauna, WI

- Guided elementary and middle school fieldtrip groups on educational hikes through the woods and Konkapot Creek to teach students about the important relationship between humans and nature
- Designed and implemented 6 lessons focused on the natural wonders of local parks for Explore Nature summer school program for 5-10 year olds

### Peer Tutor, St. Norbert College, De Pere, WI

Spring 2012-Fall 2015

### Chemistry Teaching Assistant, St. Norbert College, De Pere, WI

Fall 2013-Fall 2015

## **EXTRACURRICULAR EXPERIENCE**

### Campus Ministry Student Coordinator

Fall 2012-Spring 2016

St. Norbert College, De Pere, WI

- Organized and lead planning teams for student programs
- Listened to the faith-based needs of students and collaborated with campus ministers and students to direct programs towards those needs
- Consistently explored my faith and beliefs from a holistic approach through participation in the events

### T.R.I.P.S. Volunteer (Turning Responsibility into Powerful Service)

Spring 2012-Spring 2016

St. Norbert College, De Pere, WI

- St. Lucia Island, January 2012 – Orphanage and building project outreach
- Philadelphia, PA, March 2011 – Low income transitional housing outreach
- Little Rock, AR, March 2010 – Habitat for Humanity
- Washington D.C., January 2009 – Homeless shelter

### Summer Chemistry Research

May 2015-August 2015

St. Norbert College, De Pere, WI

- Collaborated with professor to organize research into new General Chemistry labs and creation of biodiesel
- Researched, tested, altered, and wrote lab procedures to fit the abilities and expectations of General Chemistry students
- Engaged in conversations with staff to explore the resources, costs, and benefits of conversion of used oil to biodiesel
- Co-ran the biodiesel reactor to create biodiesel and soap for possible use on campus

## **HONORS & ADDITIONAL TRAINING**

- ETS Recognition of Excellence for General Science: Awarded to test takers who achieve exceptional individual performance (top 15% of candidates) on selected Praxis II tests
- Green Bay Diocese VIRTUS Trained – Fall 2015
  - Learned to recognize warning signs of sexual abuse and communicate concerns
- CERT (Community Emergency Response Team) Certified – Summer 2015

# COVER LETTER

A cover letter is a professional letter that “covers” or accompanies your resume. The purpose of a cover letter is to persuade the reader you are worth an interview. It is a chance to sell how your unique skills and experiences can benefit the district/organization.

## Formatting Tips

**LENGTH:** A cover letter is typically 3-4 paragraphs, not exceeding one page.

**FORMAT:** Use the same heading, font style and size, and type of paper as your resume.

**STRUCTURE:** Do not over use the pronoun “I” at the beginning of each sentence. Vary your sentence structure.

## Content

Before writing, first research information about the job and the school so you can address key points and needs related to that position, school and district. Next, reflect on your own qualifications and skills and select three that most closely fit the requirements of the position and/or the needs of the school and district.

**SALUTATION:** Address your cover letter to a specific person if possible. Call for the name of the hiring manager if not listed, unless the job description says “Please no phone calls”. Never use “To Whom It May Concern”. If a name is unavailable use a title (e.g. Dear Administrator).

### **BODY:**

First paragraph: The purpose of this paragraph is to gain and keep the reader’s attention

- Include company information found through research
- State the reason why you are writing the letter – position you are applying for or inquiring about
- Source of referral, if any
- End this paragraph with three qualifications/skills demonstrating why you are the most qualified candidate

Middle paragraph(s): The purpose of this paragraph is to emphasize what you can contribute to the organization

- Give concrete examples of the skills you listed in the first paragraph
- This will be the biggest part of your letter and may be one-two paragraphs

Final paragraph: The purpose of this paragraph is to wrap up your letter

- Reiterate your interest in the position
- State your appreciation of the employer’s consideration
- Include your intentions for follow-up
- Phone number/e-mail and best way to contact you

**CLOSING:** End your cover letter professionally (e.g. Respectfully, Sincerely, Regards, etc.). Leave 4 spaces then type your name. If mailing in a hard copy sign your name in the open space. If submitting your material electronically, either include your electronic signature or type “submitted electronically” under your typed name.

Sample Cover Letter

---

**Samuel Knight**

2121 Hometown Avenue • De Pere, WI 55555  
(920) 337-5555 • sam.knight@snc.edu • www.linkedin.com/in/samknight

---

April 9, 2016

Marcia Gonzales  
Human Relations  
Stanley-Boyd Area Schools  
507 E. First Avenue  
Stanley, WI 54768

Dear Ms. Gonzales:

“Where all students learn at a high level,” was the first thing I was drawn to while reviewing your website. One sentence, packed with a great deal of meaning. The strides Stanley-Boyd has made in math and reading to achieve 90% of your students passing their reading tests and 83% proficient or advanced in Math is something of which I hope to be a part. It is for these reasons I would love the opportunity to join your community as a 2<sup>nd</sup> grade teacher. In May 2013 I will be graduating from St. Norbert College in De Pere, Wisconsin with a Bachelors of Arts degree in Elementary Education and a minor in Language Arts. My strengths in building connections with students, faculty and parents, using technology to effectively enhance the classroom, and differentiate instruction based on the needs of my students are just a few of things I can offer to Stanley-Boyd.

Some of the ways I build strong relationships with students, faculty, and parents is through attending after school events, participating in a district meeting, and opening lines of communication via newsletters, e-mails, phone calls, and conferences. Two additional strengths I possess are the ability to use technology effectively and differentiate and engage students. For example, with my first grade students I used iPads during guided reading where high leveled students spelled sight words, middle leveled students read sight words, and lower leveled students traced letters while practicing letter sounds. Another example is in 8<sup>th</sup> grade advanced Language Arts where students read a novel regarding utopias. Students then reflected on their own utopia, wrote about it, and then presented using WebPages, movies, or podcast. Finally, at the end of the year students reflected on the unit choosing their favorite piece; many chose to write about the technology.

I am excited about this opportunity to join your team of educators, and bring my various strengths with me. I would love to assist Stanley-Boyd Elementary School in the continuation of being a spotlight school. Thank you for considering my qualifications for this 2<sup>nd</sup> grade position, I look forward to hearing from you in the near future to discuss my qualifications. If you would like to contact me, I can be reached at (920) 337-5555 or sam.knight@snc.edu. Again, I look forward to this great opportunity at Stanley-Boyd. Go Orioles!

Sincerely,

Sam Knight  
(Submitted Electronically)

Enclosure: Resume, References

## REFERENCES

The reference page is a separate document from the resume. Always ask a reference for permission before listing them. If they agree, send them a current resume along with the position description. It is important to keep your references informed on your job search status. Only submit your references when requested by the organization/district to which you are applying. **NOTE:** If you use a teacher as a reference, be sure to ask for their summer contact information as it may be different than their contact information during the school year.

### Formatting Tips

**HEADING:** Use the same heading as your resume.

**FONT:** The style and size of your font should match your resume and cover letter.

**FORMAT:** Either left align or center your text.

**NUMBER:** It is recommended that you have a minimum of 3 professional references.

### Content

- Name of person using: Ms., Mr., Dr., Prof.
- Position title
- Company/Organization
- Address
- Telephone number
- E-mail address

### Who to Ask

- Former/current cooperating teachers
- Former/current career-related work supervisors
- On-Campus student teaching supervisor
- Principals
- Contacts from volunteer work
- Coaches
- Professors
- Mentors
- Customers/clients

## **Samuel Knight**

2121 Hometown Avenue • De Pere, WI 55555  
(920) 337-5555 • sam.knight@snc.edu • www.linkedin.com/in/samknight

---

### **REFERENCES**

#### **Dr. Abigail Turner**

High School Principal  
Green Bay Southwest High School  
1331 Packerland Dr  
Green Bay, WI 54304  
(920) 555-5555  
abigail.turner@gbasd.k12.wi.edu

#### **Mr. Martin Salvador**

Cooperating Teacher, Conceptual Chemistry  
Green Bay Southwest High School  
1331 Packerland Dr  
Green Bay, WI 54304  
(920) 555-5555  
martin.salvador@gbasd.k12.wi.edu

#### **Ms. Deidra Collins**

Cooperating Teacher, 8<sup>th</sup> Grade Science  
West De Pere Middle School  
1177 S 9th St  
De Pere, WI 54115  
(920) 337-5555  
deidra.collins@wdpsd.com

#### **Mr. David Smith**

SNC Student Teaching Supervisor  
St. Norbert College  
100 Grant Street  
De Pere, Wisconsin 54115  
(414) 525-5555  
david.smith@snc.edu