

# *Life After Teaching*

**Transform Your Resume Workshop**



## Let's make you look great on paper!

Wow, thank you for downloading the Transform Your Resume workshop from [www.LifeAfterTeaching.com](http://www.LifeAfterTeaching.com), the only comprehensive resource for identifying jobs that welcome teachers who are transitioning out of the classroom!

As you know from the newsletter, your resume is so important! Because it opens the door to speaking with a hiring manager, I feel safe saying it is THE most important part of the job hunt process, second only to figuring out your passions so you can target the rights jobs.

And that's just what we'll tackle in this workshop -- how to take your teaching resume (even if you haven't written one since college!) and turn it into something that shows a hiring manager how well you'll do in your new career.

Once again, thank you so much for bringing me along on your journey! Whether this is our only time together, or you enroll in the [Life After Teaching Job Hunt Program](#) to dig deep into your transition, I'm so grateful to be a part of your personal and professional growth!

Warmly,

Sarah Greesonbach

## Settling Into the Right Mentality: Teaching Isn't a Destination

Before we dig into the technical details, it's vital you set your mind straight about your teaching experience. You are not a failure or a broken person because you've decided to leave the classroom. Far from it. Teaching is a beautiful service, and for some people it works as a long-term career. For others, it is part of a long, healthy career that involves educating and communicating for others.

Don't believe me? Here's another way to think about it: Picture yourself in your car in a strange country. You have your favorite drink and comforting music, and maybe a sleepy passenger. You also have your map. Across the top, it says "TEACHING."

You're driving along and you think to yourself how wonderful it is that so many people are driving with you. There are other teachers on the road, and you're all working together to help haul some students out of trouble. You all got there using a different map, and yet you are all equally committed and ready to invest your time and energy towards this common purpose.

Then, the worst happens: something distracts you, and you pull into a steep turn. You try to recover, but you find yourself off course, with no idea of what the next step should be. The other cars seem to have passed you without stopping. Soon you're completely alone, and the map doesn't seem to apply anymore.

For so many people, this is what the end of a teaching career feels like. You put your time, passion, money, and sometimes your youth, into the career you were sure was "the one". You're geared up and ready to go, your bags are packed and your tank is full. You are cruising through the years, desperately hoping to make it to your final destination of "TEACHING," and are crushed when that flat tire leaves you hopelessly lost along the way.



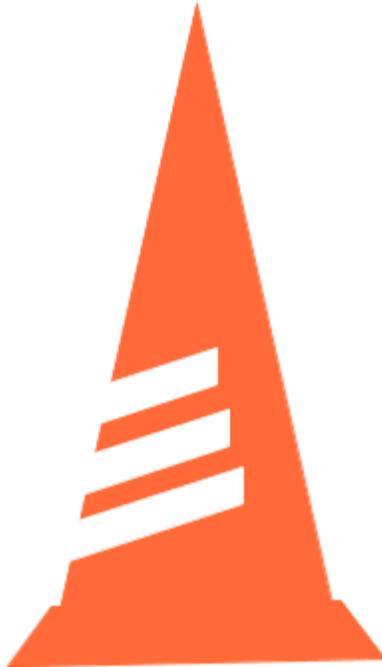
**YOU ARE  
NOT HERE**



When you first realize that you might not be a teacher forever, it can be disorienting. You have held to that map and planned so much around that map for so long that you have begun to think the map is you – that you are a part of the map—and that without the map, you are nothing.

Without the proper guidance, this can be the end of the journey. It would be easy to spend the rest of the day (or the rest of your life) kicking at the car, kicking at the sleeping passenger, and staring at the map over and over again, ruing the day you decided to leave the house and try to drive somewhere.

Some people are lucky. They have a different map in their glove box, so they start over. Some people just start to drive and pray for the best.



But the truly successful are the ones who stop for a minute and reassess their path. They take an honest look at their skills and backgrounds. They check for familiar landmarks, they see the sun and the stars, and they make a new plan. And when enough time has passed, they realize something:

The destination was never “TEACHING”. Teaching was your method. Your destination is to earn a livelihood and find a sense of fulfillment by helping others. And if teaching just isn’t the means for that – if teaching is more like a pothole or a sandstorm – then you’ve got to salvage the car and find another way to seek fulfillment.

So, welcome to your new map -- Life After Teaching. There’s a whole world out there waiting to welcome you, and the first step is to summarize your amazing, adventurous, and educational road trip into a resume.





## Step One: Gather Job Descriptions

Ready for a pleasant surprise? Hiring managers have already done half the work for you!

When recruiters write job descriptions to hire new employees, they're explicitly listing the skills and experience they want to see in someone who applies for the job. All you have to do is gather a healthy selection of job descriptions and use those terms as a starting off point for your own resume.

Start with the actual job you're apply to, but you can also pick out 2-3 other ones for a sample resume. Copy and paste those requirements into a word document to create your building block vocabulary for the resume you write.

Where should you grab these descriptions? Try all the major job sites such as [Indeed.com](http://Indeed.com), [Monster.com](http://Monster.com), and [SimplyHired.com](http://SimplyHired.com). For extra credit (or extra insight!) look up a few people with that job title on LinkedIn and read their bio section to see how they describe themselves!



## Step Two: Translate Your Competencies

Now let's put your wheels on the road and show prospective employers that you have skills that translate outside of the classroom. The first person you have to prove it to, though, is yourself!

As a teacher, you naturally developed a variety of skills and abilities. Whether you learned these skills as a student in college or earned your knowledge by jumping right into teaching, you developed competencies that apply across careers, such as basic customer service, multi-tasking under pressure, and tracking data.

As you create your new resume, you will call on those competencies that you developed as a teacher to show hiring managers just how well you will perform in a new career.

This process requires you to take three steps:

1. Keep your **“job vocabulary”** at the top of your mind (the information you just gathered from the job descriptions).
2. Use the **competency translator** to match those tasks with teacher equivalents on your resume.
3. Customize the resume bullet points with as many **quantifiable statements and numbers** as possible to make them unique to your experience as a teacher.

Here's your competency translator. On the left, you'll find a list of typical teacher tasks that you've been doing naturally for however long you have been a teacher. On the right, you'll find the first draft of a resume bullet point that can come with you into a new job.

**You won't use all of these bullet points and you won't use these words exactly.**

You'll want to pick and choose which bullet points to use based on the “job vocabulary” of the job you're applying to. Then you'll edit the bullet point to speak about your unique time as a teacher. The next section will walk you through how to do that!

<b>Teacher Task</b>	<b>First Draft of Resume Bullet</b>
<b>Administrative tasks</b>	
Arriving on time and/or taking very little sick leave	Exhibit strong work ethic
Monitoring absences for make-up work, missed lectures, discussions, group activities, and media presentations	Create and manage systems for tracking large amounts of data
Tracking student attendance, tardiness, and detentions	Create and manage systems for tracking large amounts of data
Entering grades into a grade book or computer program	Perform manual data entry
Lunch duty or other student observation	Accountable to program participants' group and individual behavior and adhere to workplace policies and procedures
Observing other teachers and administrators	Provide feedback amongst colleagues in a teamwork environment
Displaying student work	Arrange and organize visual displays
Decorating a classroom, tabletop, or bulletin board	Apply knowledge of décor and style to create positive environments
Attending Individualized Education Program (IEP) meetings and understanding modifications	Identify and deliver specific client requirements
Writing substitute plans	Develop standards and procedures for temporary employees
Being observed as you teach	Perform well under evaluative pressure
Taking online trainings and staff developmental meetings	Track and fulfill career development requirements
Tracking and taking classes to earn recertification points	Monitor personal professional development
Printing/copying the materials for lessons	Coordinate materials for presentations
Learning schedules for various time arrangements such as 2 hr delay, early dismissal, pep rallies, etc	Learn and apply procedures to atypical situations
Providing or distributing school supplies	Track and distribute equipment and materials
<b>Assessment</b>	
Making notes on student progress	Evaluate long-term results for understanding and accuracy
Writing notes on student papers or tests	Communicate constructive criticism in writing
Keeping track of IEP modifications and progress	Analyze data to assess progress towards meeting customer demands

Tracking assessment data with or without tracking software	Track data to evaluate long-term results for understanding and accuracy
Assessing student skill level to create appropriate exams	Assess and interpret skill level for accurate assessment development
Analyzing student scores to inform future remediation or remedial assessment	Assess learning outcomes and interpret assessment data
Grading items for correctness (multiple choice, true/false, etc)	Assess and interpret learning outcomes
Evaluating written or spoken language	Evaluate written and spoken language for accuracy and fluency
Writing test questions	Assess comprehension of core concepts
Writing different versions of the same test	Reorganize content for appropriateness for a variety of audiences
<b>Managerial</b>	
Facilitating student discussions	Facilitate large and small group discussions
Managing student behavior while you are speaking	Exceed performance expectations under pressure and in the face of distractions
Managing student behavior while others are speaking	Facilitate group engagement
Pacing presentation to fill estimated time blocks	Estimate and execute timed presentations
Maintaining student focus and interest	Develop and execute engaging educational materials
Classroom management including creating policies and rules	Define and articulate workplace policies and rules
Classroom management including creating a positive and inclusive classroom atmosphere	Articulate and enforce positive workplace environment behaviors
Classroom management including training individuals in acceptable behavior	Train and assess for acceptable workplace behaviors
Classroom management including mediating student disagreements	Mediate disagreements and facilitate compromise
<b>Subject Matter Expertise</b>	
Developing introductory activities that put the lesson in context for students	Evaluate content to inform development of learning context
Researching the content of each lesson	Research and gather data to present to a large or small group

Researching, reading, and watching film about your content area	Develop subject matter expertise on a variety of topics
Investigating new sources of information or engagement (Youtube, museums, etc)	Develop subject matter expertise on a variety of topics
<b>Lesson planning</b>	
Brainstorming parts of the lesson and the order of the activities	Create and execute educational activities in a logical sequence
Brainstorming activities to go along with the content	Create educational activities for maximum learning outcomes
Researching different learning styles and adjusting your lessons to those styles	Research and create differentiated educational activities
Designing worksheets	Design educational materials for maximum learning outcome
Reading and viewing materials to continue learning about lesson planning	Develop subject matter expertise in lesson planning
Following various lesson plan formats to develop a lesson	Align data within a particular procedure or format
Manipulating educational technology such as PowerPoint, Microsoft Word, etc, to create lessons	Manipulate educational technology such as PowerPoint, Microsoft Word, etc, to create interactive presentations
Writing role descriptions for elaborate activities and exercises	Develop position descriptions for internal use
<b>Leadership</b>	
Getting and maintaining student attention	Engage an audience for prolonged learning
Distributing and collecting paperwork	Distribute and track data
Running an activity in which the students are moving around	Facilitate large and small group activities (include numbers)
Modeling ideal behavior in and out of the classroom	Model ideal behavior for moral and emotional development
Share suggestions in staff meetings for best practices	Participate in development of best practice models
Take charge in meetings and interactions to reach a consensus	Facilitate meetings among staff members
<b>Coordination</b>	
Scheduling long-term classroom needs such as library time, computer time/computer carts in advance of lesson	Coordinate and execute long-term planning for materials and schedules

Arranging for presenters or guest speakers	Coordinate and execute a long-term guest speaker series
Planning school field trip logistics	Coordinate and execute offsite events
Planning the semester, six weeks, nine weeks, etc, of topics	Analyze expectations and develop long term topic schedules to meet goals
Planning long- and short-term cross-curricular activities and lessons	Formulate and execute long- and short-term events with a variety of participants
Sponsoring or observing clubs or sports teams	Managing small/special teams
Attending extracurricular events (concerts, games, meets, etc)	Develop community in and out of the workplace
Monitoring and updating fundraiser trends	Develop subject matter expertise in the area of large and small scale fundraising (include numbers)
Managing long-term communication efforts of a particular team or club	Develop and implement strategic communication plans in the form of [list communication efforts such as newsletter, phone call line, or television commercial]
Running meetings with large groups of students (40+), or small groups of students (10 or fewer)	Facilitate meetings in large and small groups (include numbers)
Putting students to work for a good purpose (volunteering, fundraising, etc)	Coordinate efforts of large and small groups to accomplish various projects (include numbers)
Arranging supervision schedules for a group of adults	Coordinate schedules for coverage (include hours and numbers of employees)
Planning or running staff events, surveys, or scheduling announcements	Manage staff events, surveys, and announcements (include numbers)
Developing and maintaining a budget	Budget funds and execute spending plans in excess of \$[Insert amount]
<b>Communication</b>	
Working through a particular problem or concept one on one, as a small group, or as a large group	Facilitate understanding of complex and basic concepts one on one, as a small group, or as a large group
Remediating students after they miss test questions one on one, as a small group, or as a large group	Assess for understanding and remediate for mastery of content
Participating with students in an after-school setting (being social with students)	Coordinate on and off hours engagement activities

Being in a mentor position to a student or coworker in a one on one situation	Consult and train new hires and clients
Calling or emailing parents	Coordinate communication between a variety of participants
Attending or running meetings with parents, students, administration, or social workers	Coordinate meetings with a variety of staff members
Articulating class rules or behavioral concepts	Articulate and enforce procedures and policies
Mediating school fights	Mediate physical altercations
Managing classroom social media	Develop and manage scholastic social media
Communicating with other teachers, administration, etc	Communicate proactively with coworkers and teammates towards a common purpose
Offering vocal feedback on student work	Review work for understanding of basic and advanced concepts and provide verbal feedback
Giving long lectures	Develop long and short presentations
<b>Education Related</b>	
Monitoring education topics in the news	Subject matter expertise in [content area or educational topic]
Attending city hall and school board meetings	Participate and track goings-on of various regulating bodies
Writing letters to the editor or engaging in the media	Develop and manipulate media relations
Keeping up to date with latest state standards and question formats	Subject matter expertise in state standards and question formats



## Step Three: Writing Your New Resume

For better or worse, in the 21<sup>st</sup> century, your successful job hunt is likely to occur online. Most every industry (heck, even teaching) advertises, interviews, and hires through the Internet. That means that you will need to have a basic comfort level in navigating websites, writing emails, sending digital resumes, and maintaining a professional web presence.

### Resume Basics

The basic format of a resume lies in the grouping of the following information in order of importance:

- Your full name
- Your contact information
- Job-specific credentials and key accomplishments
- Experience
- Education
- Technical skills and talents
- Honors, activities, and outreach

The order of this information will depend on the job you are applying for and your background. For example, all resumes will begin with your full name and contact information. If your strength is your length of time in the classroom and your identifiable skills, then you should lead with that. If, however, you have a Master's Degree or other specialized education, you may decide to lead with that information. Most people should begin with jobs and experience before education, but go with the information that is most valuable for the job.

As for dates and timing, a general rule of thumb is to take the dates off of your education if you are more than five years post graduation, for the sake of avoiding ageism. There are a few exceptions, however, such as if you just got your masters and want to showcase it.



You also need to focus on important parts of the resume from a hiring manager's perspective. Ask yourself the following questions and use the answers to design your final resume:

- Can a hiring manager see my most relevant qualifications and credentials within 10 to 15 seconds?
- Does important information about my work history jump off the page?
- Do I really sell myself on the top quarter of the first page?
- Do I clearly show what I've accomplished in my time teaching?
- Is it immediately obvious to a hiring manager why I'm qualified for the job I'm applying to?

## Resume Template

[Click here](#) to download a FREE basic resume template. Use the results of the competency translator to create a master resume, and then edit the master resume into a real resume each time you apply for a new job.

The image shows a resume template with several sections and red comment boxes on the right side. The sections are:

- QUALIFICATIONS**
  - Teacher Worksheet Talent Related to Job Opening #1
  - Teacher Worksheet Talent Related to Job Opening #2
  - Teacher Worksheet Talent Related to Job Opening #3
  - Expert skills in..... (Microsoft Word, Excel, PowerPoint, Outlook, and OneNote, Snag-It, Skype, GoToMeeting, iPhoto, and iMovie, Digital, Video, and Audio recording technologies, Photoshop, and Graphic Design, Social Media, HTML, coding, and web design?)
- EDUCATION**
  - May 1996 Master's in Something Awesome University Coaltoowo, USA
  - May 1996 Bachelors in something Awesome University Coaltoowo, USA
- EXPERIENCE**
  - Classroom Instructor, Math Awesome High School Coaltoowo, USA
  - August 2000-Present
  - Job Duties
    - Teacher Worksheet Competency Related to Job Opening #4
    - Teacher Worksheet Competency Related to Job Opening #5
    - Teacher Worksheet Competency Related to Job Opening #6
  - Key Accomplishments
    - Accomplishment #1
    - Accomplishment #2
    - Accomplishment #3
  - Classroom Instructor, Math and Reading Sort of Okay High School Coaltoowo, USA
  - August 1998- May 2000
  - Job Duties
    - Teacher Worksheet Competency Related to Job Opening #7
    - Teacher Worksheet Competency Related to Job Opening #8
    - Teacher Worksheet Competency Related to Job Opening #9
  - Key Accomplishments
    - Accomplishment #1
    - Accomplishment #2
    - Accomplishment #3
- AWARDS AND ACTIVITIES**
  - Leader, coach, or advisor for [X] club, sport, or group
  - Named teacher or coach of the month
  - Volunteered at [X]
  - Relevant award for [X]
- CONTINUED PROFESSIONAL TECHNOLOGY**
  - Intermediate skills is.....
  - Novice skills is.....

The red comment boxes on the right side contain the following text:

- Comment [1]:** Craft your qualifications to directly fit the job description to which you are applying. The skills called out here should be important job-descriptive type skills that give the reader perspective on what you could bring to the team.
- Comment [2]:** Include any and every technology you are an expert in that you could use in the workplace. List intermediate and novice skills at the end of the resume. If you have no competency in technology, use a technology adeptness or other teacher at your school to coach you in learning a few that you can add to your resume.
- Comment [3]:** Include dates for all of your work experience so as not to appear to be fudging your work history. If there is a break in your employment history, mention it in your cover letter and emphasize the skills you learned during your time out of work.
- Comment [4]:** Pull your job duties from the teacher competency worksheet. Be sure to rework these bullet points to apply to the job description to which you are applying.
- Comment [5]:** Include Key Accomplishments (using as many numbers and quantifiable items as possible) for each job to highlight why that worksheet is better for your hiring worked item. An example of a key accomplishment might be: "Reached student test scores by 7% for three consecutive years," or "Developed internal school norms that increased other productivity by 25%."
- Comment [6]:** Stick to school items that helped you learn other important skills, such as training meetings or managing budgets.

[Click here](#) to download a FREE basic resume template as a Microsoft Word Document.

## Resume bullet-writing tips

- **Rewrite each bullet point to be in past tense, preferably a verb.** The correct tense will make your resume much easier to read and using verbs will help you express what it is you do. It is also acceptable for your current job to be listed as present tense and your past job duties to be listed as past tense. For example:

Volunteer work for local schools	Should be...	<i>Demonstrated</i> basic teaching skills and content knowledge with local volunteer program
Huge workload of grading and lesson planning	Should be...	<i>Manages</i> a high workload in multiple work streams such as management, coordination, and paperwork

The verbs you choose are very important. Demonstrate, manage, and mediate are important action verbs that show your role and your ownership in the activity. Attend, listen, and mastered are not.

- **Use statistics and numbers whenever possible to add concrete data to your statements.** The most important thing you can do is show that your workplace is a better place for your having been there. An excellent way to do this is to provide statistics and numbers that represent your efforts. For example:

Improved fundraiser sales	Should be...	<i>Drove</i> a 34% growth in fundraiser sales (from \$300 profit to \$402 profit)
Reduced student fights	Should be...	<i>Enacted</i> a school-wide anti-bullying campaign that resulted in a decrease of violent incidents from 18% to 10% of administrative reports

- **Rewrite each bullet point so that the action could apply to any job.** As you translate your teaching skills into business skills, you have to do a kind of magic trick: you must try to make the point generic enough that you could show up and perform those skills at your new job, but also specific enough that the reader understands why you were instrumental accomplishing the task. For example:

Designed a grading rubric for the whole 9 <sup>th</sup> grade to use	Should be...	<i>Analyzed</i> current company-wide procedures and designed new cross-curriculum program that increased student test scores from 70% to 97%
District-wide meetings with school Superintendents and write newsletters and announcements	Should be...	<i>Revamped</i> newsletter, announcements, and presentations for executive board meetings to increase attendance by 3%

The first sentence was specific to the field of teaching or the project, while the second is a general concept that you can take with you to a new job. It also highlights exactly how your skill helped to improve your workplace or meet your goal.



## General Resume Tips:

- **Get an email address with your initials and last name.** Approximately 70% of resumes find their way to an HR professional electronically, so it's hard to ignore email. However, few HR professionals will be interested in sending a reply email to hotchikk88@ or mrmoney4ugirl@. Use a free email service such as Google or Yahoo to create a professional, permanent email address with your initials and last name. Using your initials instead of your full name will help you avoid targeted spam and will protect your privacy.
- **Try to fit your resume to a single page, but it's okay to go over.** A single page is often all the time you will get from an HR specialist, so being restricted in length is a great way to force yourself to prioritize important skills, experiences, and past positions. You may need to modify your resume for every job you apply to. If certain items do not relate to the job to which you are applying, remove them.
- **Hyperlink examples, not histories.** When you submit your resume by email, use a small number of hyperlinks so that the hiring manager can click to open a webpage. Don't go crazy with links or the interviewer won't know what is important. Instead, pick three to four important things to make clickable, such as sample writing or published pieces, portfolios, education references, or school information. If you are applying to a job board, company hiring system, or website, do not include hiring links so that they will not trigger any formatting issues in the Applicant Tracking System (ATS) system.
- **Avoid excessive font effects.** Pick just two font effects, such as bolding, underlining, or italicizing with which to format your resume. Using too many font changes will make your resume look disorganized and random.



## Saving Your Resume as a PDF

If you're sending your resume to a specific person, you may want to send it as a PDF so that your intended formatting is intact.

Follow the following instructions to do so:

### PC

1. Write your resume in Microsoft Word.
2. Save as a word document.
3. Then, with the file open in Microsoft Word, click "File"> then "Save As"> then click the drop down "Save As Type"> then click "PDF," then click "Save"
4. Open the document as a PDF to double-check that the formatting looks good.

### Mac

1. Write a resume in Word.
2. With the file open in Microsoft Word, click "File"> then "Save As"> then click the drop down "Format"> then click "PDF," then click "Save"
3. Open the document as a PDF to double-check that the formatting looks good.



## Sending Out Your Resume

It is normal to send out upwards of 50-100 job applications in a single job hunt. The more you put out there, the more likely you are to get a response. Do the math: if you hear back from 10% of the applications you send out and you submitted 100 applications, that's a busy interviewing schedule- but it won't work out if you only submit to one or two openings.

However, make sure you are targeting your job hunt toward jobs that you are actually interested in and qualified for. Sending 100 random applications won't help you. But sending 100 applications to companies hiring instructional designers within the educational testing industry will be a powerful step forward for your job hunt.

When looking for jobs, keep in mind that what HR puts into the job description is a description of the ideal candidate. But, remember that everyone settles! And when hiring managers settle sometimes it means offering you an amazing opportunity. So, even if you don't quite have the experience wanted or the numbers of years in your back pocket, apply, apply, apply.

*Everyone settles! And when hiring managers settle,  
sometimes it means offering you an amazing opportunity.*

Finding the job opening is great, but after sending in your application in the requested format, dig deeper. Research the company's website to find the contact information (name, email address, phone number) of someone who could help you reach a real human resources person. Then, send your resume to that contact with a polite message that you have filled out the application and look forward to hearing from their hiring team. Or use your LinkedIn profile and personal connections to try to find someone who works there who can refer you before applying.



## Resources

For further reading, the following books and websites will be very helpful in reinventing your career and seeing how you can apply your teaching skills to jobs outside the classroom:

### **Career Transition:**

[Tools for Teaching](#) by Fred Jones

[Quitter](#) by Jon Acuff

[How Will You Measure Your Life](#) by Christiansen

[The Seven Habits Of Highly Effective People](#), Stephen Covey

[Boundaries](#), Dr Townsend and Cloud

[What Color Is Your Parachute](#) by Richard N Bolles

[Working Identity: Unconventional Strategies for Reinventing Your Career](#), Herminia Ibarra

[You Majored In WHAT?](#), Katharine Brooks, Phd.

[Great Jobs For History Majors](#), Lambert & Degalan

[Strategies For Successful Career Change](#), Martha E Mangelsdorf

[The Ten Laws Of Career Reinvention](#), Pamela Mitchell

[Get The Interview Every Time](#), Brenda Green

### **Online links and websites:**

[Ask a Manager](#), Ashley Green

[Penelope Trunk Career Advice](#), Penelope Trunk

[High Teacher Turnover Rates are a Big Problem for America's Public Schools](#), Forbes

[Finding a Job: Who's Better than You?](#), Consumer Affairs

[Nonprofit Work: 10 Myths](#), Case Foundation

[Purdue Online Writing Lab: Resume Workshop](#), Purdue University

[44 Resume Writing Tips](#), Daily Writing Tips

[How to Write a Resume that Generates Results](#), Rockport Institute

[Resume Writing](#), Boston College