Job Search Guide for School District Employees

This Job Search guide is designed to cover the topics you need for a successful job search. Please know that the process of searching for a job and the tools you use have changed greatly in recent years. Make sure that you get off to a good start by understanding today's labor market and learning effective job search strategies. We suggest you continue this discussion with the staff at your local One-Stop Career center and also the Rapid Response Team. You can find all local office addresses, labor market statistics, job search resources, career assessments and other invaluable information at **www.labor.ny.gov**.

We wish you all the very best as you set out on the voyage to your next job.

PROTECT *all Workers*
ASSIST *the Unemployed*
CONNECT *Employers and Workers*

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Please complete and email your survey to http://www.surveymonkey.com/s/9NBQ2GG or if you prefer, complete the hard copy survey, detach it from the Guide, and mail or fax to the address listed.

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Introduction

This booklet serves as a guide for school district employees who have recently lost their jobs. It can be difficult to move into a new job or field. The resources in this booklet can assist you with this transition.

Many people do not realize the resources that are available to them at no cost in their own communities. Your local One-Stop Career Center has Career Counselors to work with people who have been laid-off, are changing careers or seek a new job. These Career Counselors have worked with many people who have gone through similar frustrating times, especially in a weak economy. In addition to One-Stop Centers, there are many career exploration and job search tools that you can take advantage of on your own time. Career Counselors at the One-Stops can show you how to use these tools if you are unsure how to proceed. Those tips and this book will give you the ability and confidence to best market yourself.

One-Stop Career Services and Locations

One-Stop Career Center Services

One-Stop Career Centers offer many functions that range from job search assistance to updating your resume, and workshops to update your skills. All you have to do is **go to or call** your local One-Stop Center and make an appointment with a Career Counselor. Here is a list of the services One-Stop Centers provide when you make your appointment.

Career Exploration and Planning – Career counselors can assist you with:

- ☐ Career interest and aptitude assessments
- ☐ Job market information, trends in demand skills and transferable skills identification
- ☐ Local education options
- ☐ Financial aid, Workforce Investment Act Funding, 599 Program, On the Job Training
- ☐ Computer instruction – Metrix E-Learning, (available in some areas)
- ☐ Workshops – career information & strategies to get you noticed by your next employer
- ☐ Individual Employment & Training Plans – get on the right track & keep moving forward

Job search assistance via:

- ☐ Talent bank – JobCentral- http://www.jobcentral.com
- ☐ Employment referrals
- ☐ Company recruitment sessions and job interviews
- ☐ Information on upcoming job/career fairs
- ☐ Resume workshops, development, review and revision
- ☐ Job search strategies and resources
- ☐ Interview preparation workshops
- ☐ SMART - see Page 11 under "Transferable Skills" for more information
- ☐ Veterans Representatives and special services

Resource rooms provide:

- ☐ Copy machines and fax machines
- ☐ Telephones – local and long distance service
- ☐ Personal computers and printers
- ☐ Resume and cover letter drafting
- ☐ Internet access
- ☐ Newspapers, business periodicals, business directories and job search guides
- ☐ Resume and cover letter self-help books

Additional information and referrals regarding:

- ☐ Child care options
- ☐ Transportation assistance
- ☐ Healthcare – Child Health Plus, Family Health Plus
- ☐ Consumer Credit Counseling
- ☐ Adult education/Dislocated worker training
- ☐ Disability Navigators and counselors for Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) www.acces.nysed.gov/vr/?vm=r
- ☐ Veterans employment representatives and resources
- ☐ Locations to apply for assistance such as food stamps, Heat Energy Assistance Program (HEAP), Medicaid, etc.

Labor Market Information

- ☐ Our Research and Statistics data offers key facts that can assist with your job search strategy. Learn about growing industries, expanding companies, career outlooks, demand occupations, wage rates and training information.

One Stop Career Center Locations

Where is your local One-Stop Career Center? Use the link below to the New York State Department of Labor list of contact information and locations to find your Career Center (arranged by county). ****NOTE:** Your county may be combined with another county. For example, the Allegany County One-Stop serves both Cattaraugus and Allegany counties.

- ☐ http://www.labor.ny.gov/workforcenypartners/osview.asp

You can also call the Information Helpline at 1-888-469-7365, 8 AM – 5 PM, Monday - Friday.

Career Exploration

Many people still consider career planning a one-time event -- a concern solely for high school and college students preparing to enter the workforce for the first time. In reality, the job market in our economy now is more volatile and careers are less permanent. Each year 20 million Americans (17 percent) change jobs, and 14 million of them need some career-planning assistance. Building a career is no longer about finding the right job and keeping it. Now you must make constant career choices in response to a rapidly changing labor market.

Here are some resources that will help you launch a career search. Remember that there are other tools not mentioned here. We encourage you to find and use them.

Career Exploration Tools

1. JobZone (**https://nyjobzone.org**) is a one-stop, online job search and career planning and management system that can help you:

- Organize your job search
- Assess and build on your career interests and
- Develop customized resumes

JobZone is provided by the New York State Department of Labor. You can use this secure web site at no charge. It offers information on over 800 occupations matched with our latest labor market information. JobZone offers you local and relevant content based your interest and job seeking activities. It has assessments that will help you better understand who you are, what motivates you and what you need from a job. The self-exploration section lets you match your personality and skills with real jobs. It has local information on job openings, trainings, job fairs and One-Stop Career Center locations. The Resume preparation section lets you build and store multiple resumes, customized for the jobs that you want.

2. Skills Matching and Referral Technology (SMART) – SMART extracts skills, experience, education and other information from your resume and matches these with job openings throughout New York State. Take your JobZone resume or a resume from another source to your local One-Stop Career Center for entry into SMART.

3. America's Career InfoNet: **http://acinet.org/** offers these services:

- Occupation, Industry and State Information
- Skills Profiler
- Employer Locator
- Resume Builder
- Occupations In-Demand / Fastest Growing / Declining / Highest Paying / Most Openings

4. O*NET (**http://online.onetcenter.org**) stands for the Occupational Information Network. O*NET is the nation's primary source of occupational information. It offers comprehensive information on key attributes and characteristics of workers and occupations. This allows you to search occupations by:

- Education requirements
- Keywords
- Industries that have high growth
- Knowledge, skills and abilities
- Work value,
- Interests
- Work activity

There is also a basic skills survey.

5. Occupational Outlook Handbook (**http://www.bls.gov/oco/**) is a nationally recognized source of career information. The *Handbook* offers valuable assistance to people making decisions about their future work lives.

It shares reports on 250 occupations and includes the following information about an occupation:

- Nature of work
- Working conditions
- Employment outlook
- Qualifications
- Earnings
- Related occupations

The *Handbook* is revised every two years. Your local One-Stop Career Center also has a paper copy of this document.

6. Job Hunter's Bible (**www.jobhuntersbible.com**) provides links to many assessments including transferable skills, personality and motivation. You can find them under the "counseling" tab. Many are available at no cost.

7. Quintessential Careers (**www.quintcareers.com**) provides information to you as a career changer or job seeker, such as networking, adding to your resume, etc.

Cover Letters

The purpose of the cover letter is to gain the attention and interest of the hiring manager. The letter should let the employer know what job within their company you are qualified or applying for, your connections and/or interest with the business, and to point out why you are the candidate to hire.

Limit the letter to one page. Expand on the two to three most important aspects of your resume. Write the letter as if you anticipate talking with the manager or employer soon.

The same basic tips apply to all positions. There are several sample letters for both classroom and support titles in The Appendix of Job Search Guide for School District Employees.

Also, you can visit this site:
http://www.bc.edu/offices/careers/resourcesfor/soeresources/edcover.html
for examples of cover letters and tips for writing your cover letter for your new journey.

A cover letter introduces your resume to hiring managers and conveys your interest in the position. Your cover letter should emphasize your strengths as a teacher through positive, concrete examples. The best cover letters illustrate:

1. Demonstrate that you are interested in applying to that particular school / company.
   - ☐ Do a little research about the company or district to which you are applying. Include
   - ☐ a bit of what you find in your letter. Check the web site for major programs or goals and values. Then "weave" your interest and experience into how you can support one or two of their goals or programs.
2. Highlight your two or three greatest strengths, using specific experiences. Please refer below for examples:
   - ☐ "To my practicum teaching experiences I have brought classroom management techniques that were honed in my two camp counseling jobs, where I was frequently in charge of 30 to 40 seven- and eight-year-old children."
   - ☐ "I believe it's important to understand the different learning styles and strengths that students bring to the classroom. In my full practicum at Ignatius Elementary School, I used movement and dance to encourage the more tactile learners. To help engage the more auditory learners, I incorporated music, rhythms and nature sounds into some of my science lessons."

- ☐ "I strongly believe that every child is teachable. This was made real for me when a learning disabled first-grader that I had been working with one-on-one for nearly a semester had a breakthrough in his reading ability that even surprised his classroom teacher."

3. More general tips on writing effective cover letters:
   - ☐ Express enthusiasm for the position and for the employer by referencing parts of the job description as something you are good at, like to do and want to do.
   - ☐ Keep a record of all correspondence.
   - ☐ Address the letter to a particular person in the school district or business. If you cannot find that person on the web site, call the district office or company to obtain that person's name and title. Do not address the letter to “whom it may concern” or “Dear Sir or Madam”.
   - ☐ Use simple, direct language and correct grammar.
   - ☐ If you are mailing a hard copy, use plain bond paper in white, off-white, light beige or light gray for both the cover letter and resume. Also, buy matching envelopes.
   - ☐ Strive for a "picture frame effect" with your margins. Fold business letters in thirds and mail in long envelopes. Many people prefer to use 9x12 envelopes to avoid folding.
   - ☐ Have a former colleague (or someone else) carefully proofread your letters for errors. You can also take your cover letter to a One-Stop Career Center to have a Career Counselor proofread and provide suggestions.
   - ☐ Be sure to sign your letters, and make certain your address is plainly visible.
   - ☐ Include your phone number and email address in your closing paragraph.
   - ☐ For business positions, the cover letter should be one page with font at 10 or 12 Arial or Times New Roman.
   - ☐ If you are emailing your correspondence, the email cover letter follows the same format and content rules as hard copy. On the subject line, use your name and the job title of the position for which you are applying.
   - ☐ Do not trust Spellchecker or e-grammar check for your final version – do a visual review and ask someone else to review it also.

4. See the section on cover letters in the Addendum for more details.

Resume Writing

The job of a resume is to generate job interviews. To do so, it must show more than just your job history and academic credentials. It must be powerful and performance based. In other words, don't tell it, sell it!

Resume not Autobiography

Use industry or occupational specific keywords to focus on your major accomplishments and outcomes. Save the little details for the interview. Few resumes get more than a 10-second scan, so make sure it is easy to read and understand. Here are some tips for updating your resume. Also, please visit: http://www.bc.edu/offices/careers/resourcesfor/soeresources/edresume.html for tips for educator resumes, resume examples and templates.

You can also take your resume to your local One-Stop Career Center and have a Career Counselor submit it to the SMART system. See Page 13 under "Transferable Skills" for more information.

1. **Professional Appearance**
   Your resume makes the first impression, so make it a positive reflection on your skills and accomplishments. Use neutral paper and a professional looking font such as Times New Roman, Arial or Helvetica. The font size generally ranges from 10-12 point.

2. **Little mistakes make a big difference!**
   Use good grammar, have at least two people proofread it for you and keep the phrases short and simple. The person reading your resume will look at it quickly. Use phrases instead of complete sentences. Begin with action verbs.

3. **Focus on your related experience.**
   Resumes are not generic overviews of your education and work experience. They should focus on the skills you have that relate to the position for which you applied.

   This is easy if you remain in the same line of work, but critical if you are changing careers. Emphasize any applicable skills that made you successful in your last position. They will serve as evidence of your ability to perform and succeed. Include paid experience in addition to volunteer work or hobbies. It does not matter where you gained the experience. The focus is on proving your abilities

4. Using **keywords** in your resume is critical. For a great article on the value of keywords, go http://www.quintcareers.com/resume_keywords.html. Also, the New York State Department of Labor has a list of keywords on the http://www.labor.ny.gov/agencyinfo/industrykeywords.shtm web site.

Small Sample of Keywords For:

Educators	**Support Staff**	**Janitorial / Maintenance**
Cooperative Learning Process	Administrative Support	Building & Grounds Maintenance
Multi-Age Grouping	Confidential Correspondence	HVAC Certified
Literature Based Curriculum	Contract Administration	Skilled Trades; *Masonry, Framing, Painting, Roofing, Sheetrock*
Curriculum Development	Document Management	Small Engine Repair
Peer Counseling	Efficiency Improvement	HAZMAT Certified
Hands-On Team Teaching	Front Office Operations	Class A With Endorsements
Whole Language	Policy And Procedure	Facilities Management
Team Teaching	Microsoft Office	Equipment Maintenance & Repair
Academic Advisement	Records Management	New Staff Orientation And Training
Classroom Management	Technical Support	Implement Fire Safety Procedures
Curriculum Development	Workflow Prioritization	

Required Elements on a Resume

1. Identification: Include your name, address, phone and email address. Your name should have a larger font size than the other text.

2. Certification: Must include, if required for the job. If not required, it is optional.

3. Employment Experience: Use action verbs to describe your applicable experiences and activities. Increase the resume's power and effectiveness by adding keywords, skills and results. Remember: "Don't tell it, sell it." See examples in the Addendum for changing statements from duties to results to increase the strength of your resume.

   If you have gaps in your employment history, the staff at your One-Stop Career Center can help. Speak with them about ways to minimize potential damage from gaps in employment. Change your resume from the traditional chronological resume to a combination-style resume. These focus on related skills, while minimizing emphasis on dates. You can find examples of both styles in the Addendum. Visit our web site at http://www.labor.ny.gov/stats/publications/winning_edge/winnedge_resume.shtm for more information on the different categories of resumes and how they can apply to your situation.

4. Education: Recent graduates put Education above Employment; those with experience list it after. Put whatever is stronger first. Include the name of your college, city and state of the college, the degree earned and your major. If you graduated within the last 10 years, list the year you obtained the degree.

Optional Elements on a Resume

The rest of your resume can include additional material. Again, choose those that sell you best. See examples of resumes showing these optional headings in the Addendum.

1. Career Objective or Profile: This statement makes it easy for the reader to see what position interests you. It may also include skills or a statement about your successes. We recommend you include a focused objective -- not a generic one.
2. Qualifications Summary: Make it easy for the reader to see why or how you qualify for the job. Pull key points from the resume and put the most important information in one place. Use either a *Qualifications Summary* or a *Keyword Summary* (#3) but not both.
3. Keyword Summary: You can scatter keywords throughout a resume. To catch the attention of a person reading your resume, highlight your skills in a keyword summary.
4. Honors and Activities: Include any impressive honors (Dean's list, Phi Delta Kappa, any scholarships or achievement awards) or activities, if earned recently.
5. Special Skills: List abilities that help in your occupation; i.e., foreign languages, use of computer software, keyboarding speed, machines, tools. Do not include hobbies unless they are relevant; marathon running indicates high energy and stamina, participation in a Toastmasters Club indicates an interest in public speaking, etc.
6. Professional Development: Cite special workshops or seminars that you have attended. List activities that have challenged your professional growth (publishing, mentoring, presentations, program development, grant writing, etc).
7. Professional Memberships: List your professional associations. Include any leadership position, committee memberships or special activities.
8. Non-related employment: You may need these to account for certain periods of time. Include transferable skills and activities that relate to the position you want (see Page 11 for more information on transferable skills)

Statements in your resume usually start with an action verb. The Addendum includes a list of action verbs, arranged by subject area, which will help you to avoid using the same verb too often. The list also can serve as an idea generator of for skills you may not have listed on your resume.

Transferable Skills by Subject

A "transferable skill" is a skill you can use across different occupations. It may be something you learned in your previous work experience or outside (coaching, graduate school, mentoring, etc.) Reviewing your transferable skills can help you identify jobs that may interest you, which you had not thought of previously.

You can include transferable skills on a resume to increase appeal to an employer. Transferable skills on your resume are especially important for Skills Matching and Referral Technology (SMART). SMART goes beyond buzzwords and keywords and looks at the entire person – their strengths, skills and talents. The more versatile your resume appears -- the better chance SMART will have at matching you to job openings.

See the following lists of transferable skills. This list is not comprehensive. However, the words will trigger ideas, whether you are exploring different fields or looking for skills to include in a resume.

Transferable Skills for the following fields:

Art:

Imagination and creativity
Strong communication skills
Flexibility
Time Management
Attention to detail
Problem Solving

Related Art Career Titles:

Advertising Artist
Bookplate Artist
Fashion Artist/Designer
Motion Picture Artist
Advertising Designer
CAD Designer
Filmmaker
Motion Picture Scenic Designer
Airbrush Artist
Car and Bus Card Artist
Freelance Letter/Designer
Mural Artist
Animator
Caricaturist
Furniture Designer
Museum Artist

Biology:

Operate scientific equipment
Biology theory and practical knowledge
Analytical & quantitative abilities
Information handling & organization
Oral and written communication
Problem solving

Related Biology Career Titles:

Technical Writer
Pharmacy Technician
Botanist
Industrial Hygienist

Chemistry:

Developing theories
Science and math ability
Attending to data
Conduct research
Perseverance
Curiosity

Related Chemistry Career Titles:

Quality Assurance Manager
Environmental Engineer
Pharmaceutical Sales Representative
Food Scientist Technician

Counseling:

Evaluation/Assessment
Listening
Empathy
Persuasion
Encouragement
Paraphrasing

Related Counseling Career Titles:

Marriage and Family
Vocational, School and Career Counselor
CASAC / Substance Abuse Counselor
Rehabilitation Counselor

Education Major:

Ability to teach/train
Writing and presenting
Organization
Summarizing ideas
Explaining ideas clearly
Decision making
Flexibility
Lesson planning

Related Education Career Titles:

Alumni Relations Coordinator
Student Personnel Administrator
Adult Education Teacher
Grant Writer
Employee Trainer

English:

Influencing and persuading
Clarifying ideas
Problem solving
Making oral presentations
Presenting alternative viewpoints
Developing hypotheses

Related English Career Titles:

Translator
Labor Relations Specialist
Public Relations Specialist
Reporter
Marketing Writer

French or Spanish:

Speaking to groups
Reading/writing another language
Explaining complex concepts
Gathering information
Evaluating evidence
Clarifying ideas
Writing clearly
Reading critically
Organizing materials/information
Interpreting data

Related French or Spanish Career Titles:

Customs/Immigration Officer
Interpreter
Bilingual Educator
Civil Service Employee
Public Health Administrator

History:

Explaining ideas
Writing and presenting information
Analyzing ideas and information
Interpreting events and ideas
Seeing relationships between factors
Explaining the present by referring to the past
Examining evidence
Developing a world view
Decision making

Related History Career Titles:

Historic Site Tour Guide
Urban Planner
Park Ranger
Lobbyist
Economist

Math:

Problem solving
Organizational skills
Ability to analyze and interpret data
Team skills
Efficient
Testing skills
Systemizing skills
Critical thinking
Logical thinking
Advanced quantitative skills
Computer literacy
Numerical computation

Related Math Career Titles:

Software Developer
Estate Planner
Purchasing/Contract Agent
Credit Officer
Auditor

Geography:

Plan long-term projects
Develop project designs
Write grant proposals
Evaluation
Maintain records
Surveying and sampling

Related Geography Career Titles:

Surveyor
Cartographer
Environmental Quality Specialist
Transportation Analyst

Music:

Creativity
Ability to read and write music
Singing/instrumental talents
Perseverance
Basic reading, writing, editing skills
Self-discipline
Entertaining skills
Observation skills

Related Music Career Titles:

Instrument Service Specialist
Composer
Church Music Director
Music Critic

Physical Education and Health:

Interest in coaching
Motivational skills
Patience
Motor skills
Interest in health issues
Interest in Physical activities

Related Physical Education and Health Career Titles:

Physical Therapist/Assistant
Athletic Trainer
Recreation Specialist
Emergency Medical Technician

Physics:

Define research problems
Establish hypotheses
Evaluate ideas
Develop research models
Gather/analyze data
See relationships among factors

Related Physics Career Titles:

Meteorologist
Research and Development
Hydrologist
Test Engineer

Letters of Recommendation

- Remember, it is not what you say about yourself that is important -- it is what others say about you.

Generally, you do not give references when you submit an application, but you should have references ready before potential employers ask you to provide them. Generic letters of reference are useful and give an extra boost to your presentation. However, potential employers often want to speak with your references directly. Here are some guidelines for references:

- ☐ A reference can come from anyone who knows you well and can speak highly of your abilities and ambition.
- ☐ Obtain references from: former supervisors, colleagues, clients or customers; committee chairs or members of charitable groups where you volunteered; neighbors; politicians; and if necessary, family.
- ☐ List references on a separate sheet from your resume. Include name, address, email address, phone number and how you know this person.
- ☐ Ask permission from references before you use their names. Do not assume that just because you got along with people they will give you a good reference. Most people will want to serve as a good reference, but they often don't know how. Make sure to discuss your goals with them and provide a current resume. This will help them to help you.
- ☐ Finally, provide references who can speak not only about your past, but also about how your skills and accomplishments will contribute to the position you want.
- ☐ You may also include references on your LinkedIn account. Please refer to the Addendum "How to Create a LinkedIn Account" (Page 23) for more information.
- ☐ Please visit http://www.eduers.com/reference/teacher.htm for an example of a letter of recommendation for a potential teacher.

Job Search for Educators

Visible Job Market

Employers only advertise 15-20 percent of all available jobs. Advertised positions make up the Visible Job Market (VJM). Job seekers find visible jobs in newspapers and on web sites, through the civil service system, apprenticeship programs, temporary and permanent placement agencies and job fairs. Although jobs do exist in the VJM, many of the positions are high turnover, low paying, highly competitive or slow to materialize. Spend no more than 20 percent of your time using VJM methods.

SMART

The New York State Department of Labor offers job seekers a valuable tool to help them identify VJM positions. **Skills Matching and Referral Technology**, referred to as SMART, is a web-based program that analyzes resumes for skills and work experience. SMART uses:

- Artificial intelligence software specifically designed to analyze the whole resume. The software, using a carefully constructed algorithm, analyzes a customer's resume for skills, work experience and talents within context.
- The system compares its data with the selected resume, sorting through hundreds of words and similar themes. At the end, the system asks, "What skills does this person have?" and "What career paths have others with these skills followed?"
- The program then contacts unemployed New Yorkers via e-mail and recommends job openings in their areas. SMART recommends job leads based on the chance that the person will follow a similar career trajectory as others with their work history, experience and skills.
- Contact your local One-Stop Center to have your resume submitted to SMART.

The Hidden Job Market

Job seekers find approximately 85 percent of jobs through the hidden job market, which are unadvertised jobs!

Stages of Job Openings

The four stages show that job openings do not happen suddenly. Looking at the stages will help you better understand the need and benefit of networking. Less competition exists in Stage 1. Thus, your odds of success are greater if you find a job at that stage than if you came across the same position in Stage 4. You also have better odds in Stage 1, as someone in the company will likely put in a good word for your resume, instead of having your resume arriving en masse with all the others.

STAGE 1 - NO OPENING EXISTS

STAGE 1 - NO OPENING EXISTS

- ☐ Things are about to happen: someone quits, gets fired, becomes ill or moves.

STAGE 2 - ONLY A FEW PEOPLE KNOW

- ☐ Company *leaders* know that they are going to hire, but are not taking any action yet.

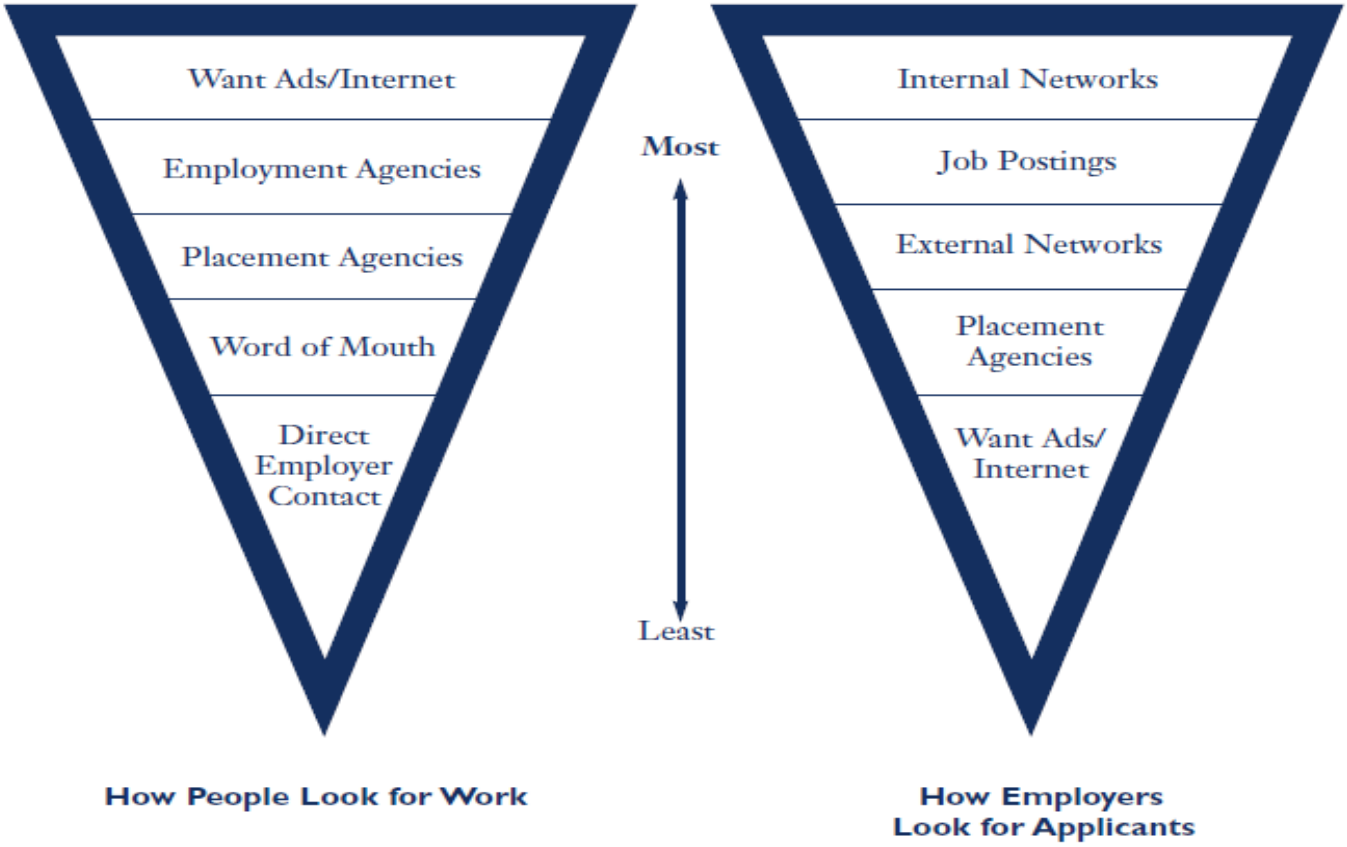
STAGE 3 - PEOPLE WITHIN THE ORGANIZATION AND SELECTED OTHERS KNOW

- ☐ The job is now "open." Employers will likely turn to people they know and seek referrals from workers, professional peers and social acquaintances. They are accepting applications.

STAGE 4 - EVERYONE KNOWS

- ☐ Employer advertises the position. Resumes arrive in large quantities. Competition is great. Selection is time-consuming.

Take a look at how job seekers find work and how companies find employees:



Alternative Career Opportunities for Educators

You may need to retrain for a new career, but many teachers successfully transfer their teaching skills to careers outside of the classroom. You may have an advantage if you majored or minored in other subjects.

The Rutgers and SUNY Oneonta web sites have more information on careers typically associated with academic concentrations.

☐ **Rutgers University:**
http://careerservices.rutgers.edu/mh/education.shtml

Academic Advisor
Admissions Counselor
Adult Educator
Advertising Account Executive
Audio-visual Specialist
Consultant
Consumer Advocate
Continuing Ed. Program Planner
Convention Organizer
Corporate Trainer
Counselor/Guidance Counselor
Curriculum Coordinator
Editor
ESL Teacher
Fundraiser
Government Agency Administrator
Human Resources Administrator
Journalist
Learning Disabilities Specialist
Librarian
Media Buyer
Lobbyist
Market Researcher
Non-profit Administrator
Personnel Recruiter
Private Tutor
Public Lecturer
Public Relations Specialist
Public Information Officer
Radio/Television Newscaster
Researcher
Sales Representative
School Administrator
School Psychologist
Social Worker
Speech Consultant
Student Affairs Administrator
Tour Guide
Teacher
Technical Writer

☐ **SUNY Oneonta:** http://www.oneonta.edu/development/cdc/pages/career-planning/what.asp

Adapted Physical Education
Admissions Counselor
Adult Educator
Advertising Account Executive
Advertising Director
Athletic Coach/Director
Audio- Visual Specialist
Autism Center
Manager / Teacher
Biographer-Child Life Specialist
Camp Director
Child Psychologist
Consultant
Consumer Advocate
Continuing Education Program Planner
Convention Organizer
Corporate Trainer
Counselor/Guidance Counselor
Creative Arts Therapist
Critic
Day Care Center Owner/Operator
Editor-Educational Resource Coordinator
Educational Advocate
Employee Dev. Specialist
Employment Interviewer
Fundraiser
Govt. Agency Administrator
Human Resources Administrator
Journalist
Language/Audiologist

Librarian

Lobbyist

Market Researcher

Media Buyer

Non-Profit Administration

Occupational Therapist

Orientation & Mobility Specialist

Peace Corps/Vista Worker

Personnel Recruiter

Physical Therapist

Pre-school Administration

Private Tutor

Professor College/University

Public Information Officer

Public Lecturer

Public Relations Specialist

Radio/Television Newscaster

Recreational Therapist

Registrar/Admissions Director

Rehabilitation Counselor

Research Assistant

Researcher

Sales Representative

School Principal

School Psychologist

Screen/Script Writer

Social Worker

Special Education Teacher

Speech Consultant

Speech Pathologist

Station Programmer

Student Teacher Advisor

Teacher

Teacher of English as a Second Language

Teacher of the Hearing Impaired

Teacher-Adult Education

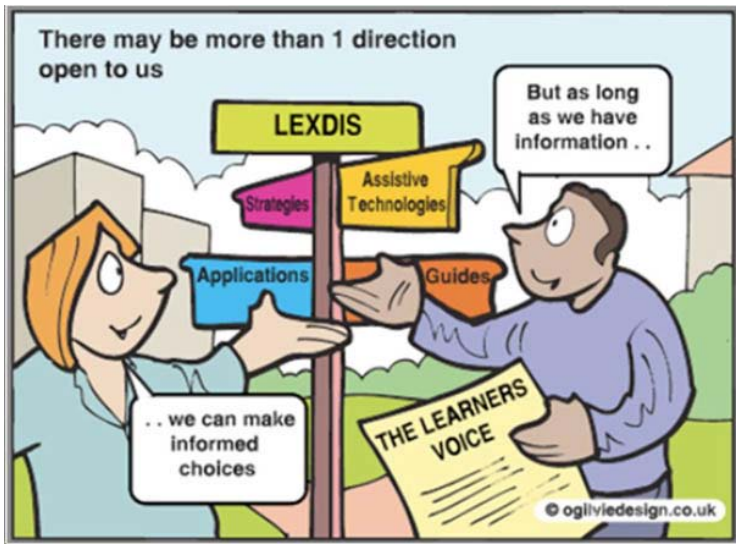
Technical Writer

Tour Guide

Tutor

Use JobZone (www.nyjobzone.org), CareerZone (www.nycareerzone.org), or O*NET (http://online.onetcenter.org) to find other career choices.

After you finalize the "short list" of possible job titles, use the Potential Employers List on our web site (www.labor.ny.gov) to help identify employers. Look for businesses in your county that hire the title that interests you. You will find more about this in "the hidden job market" section.



Social Networking

What is Social Networking?

Networks get things done. Whether you are sending a letter or lighting your home, networks make it happen. To travel from Chicago to Santa Fe you need to find the network of roads that can take you there. You can see that Chicago connects to St. Louis, St. Louis connects to Dallas and Dallas links to Santa Fe. In the same way, people networks can help you find jobs, meet new friends and find partners.

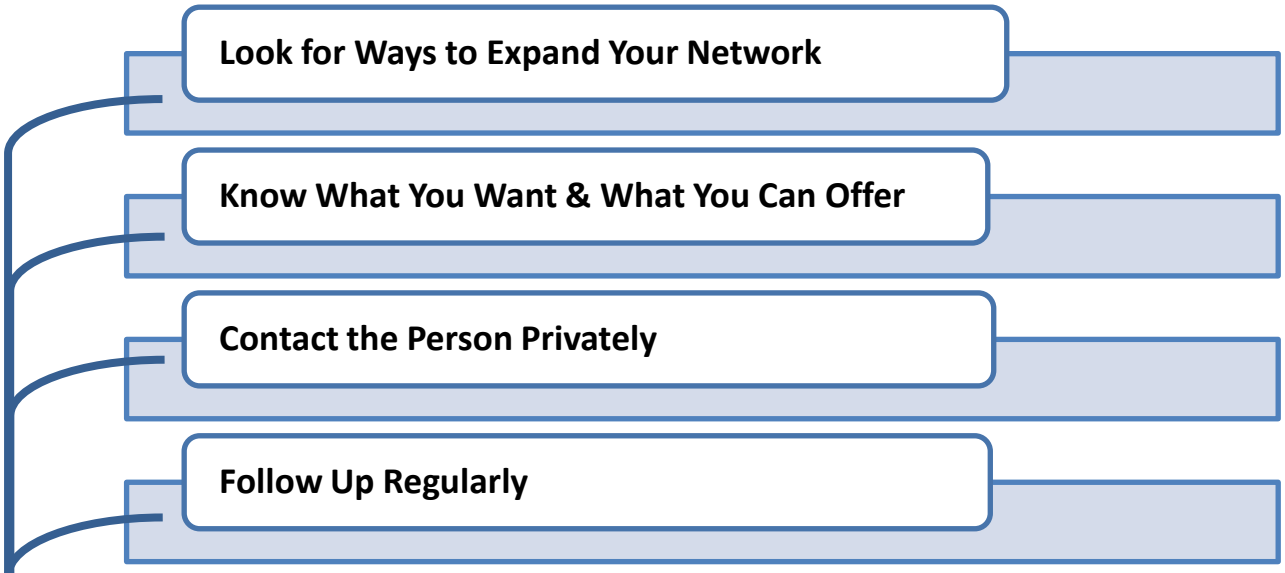
You can view a video on social networking on YouTube. Go to: http://www.youtube.com/watch?v=6a_KF7TYKVc to watch the Commoncraft video: Social Networking in Plain English.

You know how it works -- Bob is your friend. He knows Sally and Sally's friend Jim has a job to fill. This is a social network. The problem with social networks in the real world is that you cannot see most of the connections between people. Your network may have huge potential, but it is only as valuable as the people and connections that you know about. You can solve this problem on a type of web site called a social networking site. These web sites can help you see the connections that exist out of sight in the real world.

You can sign up for a free account, fill out your profile and then look for people that you know. Once you connect with your friends, you can see who your friends know. This solves a real world problem because now you can see the hidden opportunities in your network. Social networking sites make connections between people visible. Like a map for a highway, they show you the people network that can help you get to your next destination – a new job. Your network is suddenly more useful.

Adapted from Commoncraft "Networking in Plain English."

Four Tips for Effective Social Networking



- Look beyond your immediate circle. Seek out and join professional organizations and online social networking groups. Ask your contacts who you should meet and then get them to introduce you.
- Prepare your networking conversations in advance. Know what you need or want from your contact. It is human nature to want to help someone. Most people will be receptive if your requests are reasonable.
- Once you have gotten to know a person, send a warm-up message to reintroduce yourself. Be friendly, respectful and brief. Also, be very clear about what you are looking for. Be realistic. A new contact is unlikely to provide a job offer. Your goal is to gather valuable information in your field or occupation of interest.
- Follow up. It is your responsibility to keep the communication lines open. Touch base with people every so often, updating your contact on your progress.

Successful Interviewing

Preparing for an interview is critically important for success. It is even more crucial if you are trying to break into a new field. One-Stop Career Centers can help you prep for an interview through workshops or individual counseling (by appointment).

Make sure you look your best. You may not be able to buy a new suit, but you can iron a shirt and shine your shoes. You only get one chance to make a good first impression.

You must express motivation and enthusiasm during the interview, as those are innate qualities that employers value. Employers know that they can train you to have the hard skills that they need, like computer skills. They cannot train you to take an interest or show initiative – those are internal attributes that you must demonstrate.

Looking your best is important, but not enough. It is also essential to feel good about yourself and this requires **preparation**.

Preparation has three parts --

1. Think about why you want this position. What skills or experiences do you have that qualify you for the job? What are your related accomplishments? What can you do for the employer? Research your skills, interests, abilities - refer to your Career Exploration and Self-Assessment research used in JobZone or the other tools listed in Career Exploration.
2. Practice likely interview questions. For lists of potential **education-related interview questions** and how to best answer the questions, go to "A+ Resumes for Teachers": http://resume s-for-teachers.com/news/education-interview-questions.htm or http://www.csus.edu/careercenter/.

   If you are considering a **career change**, you can Google "interview questions for (fill in the job title you are preparing for)".

   Several other web sites that offer valuable interviewing advice include:

   - ☐ http://www.labor.ny.gov/stats/publications/winning_edge/winnedge_25common.shtm
   - ☐ http://interview.monster.com/
   - ☐ www.quintcareers.com/job_interview_preparation.html
   - ☐ http://www.quintcareers.com/intvres.html
   - ☐ http://www.collegegrad.com/intv/
   - ☐ www.workforce.com/archive/index.php
   - ☐ www.rileyguide.com/netintv.html
   - ☐ www.careerjournal.com/jobhunting/interviewing/
   - ☐ http://hotjobs.yahoo.com/interview

3. Do Research on Potential Companies and School Districts. Some popular resources include:

- ☐ Company annual reports, sales catalogs and marketing brochures
- ☐ Visit the web sites of the company and its competitors
- ☐ Network with people who do (or did) work there, who do (or did) business with them
- ☐ Read what employers have to say @ www.glassdoor.com
- ☐ Read the Business Review @ www.bizjournals.com
- ☐ Visit your local library or Chamber of Commerce for publications
- ☐ Local library reference sections often contain publications;
  i.e., New York Manufacturers Directory, Dun & Bradstreet Million Dollar Directory

Labor Market Information

Projections of opportunities for careers in education appear limited for the next two to three years. You must consider all employment options, including a different education position and explore other career directions, even if only temporarily.

If you need a nudge about the current challenges, read the "Shortchanging Students" report (www.nyssba.org). The report, issued jointly by the New York State Council of School Superintendents and the New York State School Boards Association, illustrates the impact of the state aid cuts on New York's schools. The report is based on a survey of school superintendents, and includes a regional breakdown of cuts and impacts on schools.

Estimated job reductions as % of workforce

Workforce Category	Layoffs	Attrition	Total
Teachers	4.1%	1.4%	5.5%
Other instructional and student support	6.1%	1.4%	7.6%*
Administrators	5.3%	2.2%	7.5%
Other Employees	5.5%	0.8%	6.3%
AVERAGE	**4.8%**	**1.3%**	**6.1%**

*Due to rounding

General Principles of Salary Negotiation

Salary negotiation is part of your job search and interviewing. Keep in mind that --

1. Employers want to hire you at the lowest possible salary.
2. Employees want to earn *the highest possible salary.*

You can negotiate most salaries. Salary negotiation works best *after* the employer offers you the job.
If asked your salary requirements early in the process you can say, "I will be able to better answer that question after I know a little more about the responsibilities of the job." However, be prepared to discuss salary, if pushed.

Remember these key points:

1. Before negotiating, research the salary range for the position you seek. These web sites may help you:

☐ http://www.labor.ny.gov/stats/lswage.shtm

☐ http://salary.com/

☐ www.payscale.com

☐ http://careeronestop.com/

☐ http://bls.gov/bls/wages.htm

2. Do not be first to name a definite figure.
3. Ask the interviewer, "What range does the company usually offer for an experienced person in this position?"
4. Bracket your salary request. Tell the interviewer, based on your research "For the position you have described, and the experience I bring to it, I would expect to be paid somewhere between the low to mid _____. Is that in line with what has been budgeted?"
5. In successful negotiation, both parties win. If necessary, be prepared to drop your salary a reasonable amount, staying within your requirements.

IMPORTANT CONSIDERATIONS - It's not just about one number.

YOU DO NOT WANT TO

- Be underpaid by asking too little
- Ask more than an employer can offer
- Be undervalued

YOU DO WANT

- To earn a salary that is competitive with others in the same title. This may be lower than your current salary, but is it a fair offer? What do other local companies pay for similar positions?
- To ask for and receive a salary that is reasonable for your skills, ability and work experience. Maturity, judgment and self-management skills are worth money.
- To consider these questions:
    - Is your experience right on target?
    - Will you save the company training money?
    - Is your experience close but lacking some specific elements of the position?
- To look beyond the salary. Consider the entire benefit package (which is worth 30 – 35 percent of your salary). Is there a medical plan or a dental plan with family coverage available? What will it cost you? Is there a retirement (pension) plan? Do they offer sick or personal leave, vacation allowances or tuition assistance?
- To agree on a salary that represents your value to the company/organization. How well do you fit the needs of that employer?

At first glance, some jobs may seem to offer a salary less than you want, but sometimes there is a substantial increase after the company knows you can do the job. Will you receive a pay increase after 30 or 60 days, 3 months, maybe 6 months? Also, consider the chances to make up the difference through promotions.

Addendum

Job Search Guide for School District Employees

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Cover Letters

Because targeted letters get more attention than generic letters, you should personalize your cover letter. Never address the cover letter to “To whom it May concern” or “Dear Sir or Madam”. Even if you do not know the name of the recipient, you usually can find a contact name easily. Go to their company web site, and search the "about us" pages for names of individuals to send your cover letter and resume.

Customize each letter to the specific job. Match your abilities, experiences and qualifications to the position you want. A little extra effort will make your resume stand out from the crowd and give you a better chance of success. Form letters indicate that you are lazy, have not made an effort to learn about the company and are sending a mass mailing.

State your purpose for writing immediately; “Your ad in the Times Union for a Program Director caught my attention due to…”

Promise the employer benefits. What can you do for them? Make them believe you have something to offer and that if they do not meet you they will miss an opportunity for a good employee.

Do NOT ask for anything. For example – don’t say you are looking for opportunity for advancement or a competitive salary. You will gain their interest by offering, not asking.

Don’t repeat your resume. Take two or three of the most important bullet points from the resume and expand on them. DO NOT use clichés in your cover letter such as the ability to "think outside the box" and "juggle multiple tasks". Be different and stand out. The goal is to demonstrate your written communication skills by writing a good cover letter.

Do not list an acceptable salary. Leave this for negotiation, *after* they offer you a job. To address the salary issue without providing a number, you could say “I do not yet know enough about the position or its requirements to set a required salary. If the position is mutually beneficial, I am confident that we can agree on an appropriate salary and benefits package.” If the job ad specifically notes that resumes without a salary history will not be considered, give a historical salary range. Then state that your salary requirements are flexible based on the opportunity the position will provide.

Close with a commitment to action by saying when you will call to schedule a meeting time. Don’t wait to hear from them -- take the initiative.

Make sure your work is error free! Check for mistakes and misspelled words. Have a friend review it also.

Write in a business letter format; keep to one page. Use the same printer and paper as for the resume.

Sample Cover Letter - Teacher Looking for a Teaching Job

Joseph Smith

123 Somewhere Avenue (555) 123-4567
Townville, NY 12345 JSmith@hotmail.com

May 23, 2010

Mrs. Mary Vanderwinkle, Superintendent of Schools
Pleasant Town Central School District
87 Education Avenue
Pleasant Town, New York 98765

Dear Ms. Vanderwinkle,

I am writing to apply for the middle school and high school Social Studies positions in the Social Studies Department for the 2010-2011 school year. As an alumnus of the Pleasant Town School District, I have long anticipated the opportunity to return to the School District to be part of one of the most respected education programs in the state. The path I have chosen as an educator was formed and nurtured in no small part by the teachers at Pleasant Town.

As a successful teacher with a strong passion for the subjects that I teach, I am convinced that knowledge of both history and global affairs is essential to helping form global citizenship. Notable achievements and contributions of my teaching abilities include:

- Current teaching assignments include Advanced Placement World History, tenth grade Global History and Geography, and eleventh grade United States History and Government. In addition, I have gained experience teaching Global History and Geography, Economics, and seventh grade United States History throughout my full year graduate school internship at Watkins High School and Independent Middle School.
- Extensive travel throughout Europe, allowed me a firsthand experience of what I studied during college. These experiences have proven crucial in a classroom as I have been able to use my personal experiences as context for students, allowing them to better understand that history shapes us as nations, as cultures and the world as a whole.
- Active involvement with extra-curricular activities has made me a well- rounded educator. **I** currently serve as the Mock Trial Advisor, Advisor for the Class of 2010, Head Modified Baseball Coach, and a member of the Professional Development Team. I have also participated on interview committees to hire new teachers.
- Respected and trusted by both the administration and the faculty of Bolt High School. The former president of the Bolt school board recently said to a friend, "We give thanks in our house everyday for Joseph Smith. His class is the only reason our son will get up in the morning. He hates everything in life but loves his class."

With my relevant experience, energy for Social Studies and the cultures of the world, I am most enthusiastic about a chance to contribute to the faculty, administration and most importantly, the students at Pleasant Town. I will forward letters of reference and other relevant information for your review. Also, I will be happy to send a copy of my teaching portfolio. I look forward to discussing possible opportunities in more detail.

Sincerely,

Joseph Smith

Sample Cover Letter - Teacher Looking for a Non-Teaching Job

PAMELA K. NOLAN

243 State Street. Our Towne, NY 98765
123-555-1212 (home)
123-22-3456 (cell)
pknolan@yourdomain.com

May 19, 2010

Mrs. Rita Sloane
South-West Children's Medical Center
5566 New Trend Road
Southworth, NY 14467

Dear Mrs. Sloane:

Thank you for taking the time to talk with me yesterday. As I mentioned in our phone conversation, your name was given to me by an associate who recommended that I call you in regards to the open position of Speech Pathology Assistant. I have enclosed a resume per your request.

You will see by looking at my resume that I have a Masters Degree in Rehabilitation Counseling and Vocational Education with additional graduate level training in Special Education. While I have worked primarily in education, my current situation presents a unique opportunity as I have long had an interest in helping children before they reach school. As a Special Education and Resource Teacher with over 8 years experience, I have conducted pupil services conferences with parents and special needs facilitators in addition to resource classes, homebound classes, and home visits. Additionally, I have worked with students who are mentally or physically challenged, have hearing loss, cleft palate, cerebral palsy, or suffer from emotional problems. Many of these students have been able to make progress in spite of their difficulties leaving them in a position to become contributing members of society.

I am a strong team player and have interfaced with a wide variety of community agencies throughout the community to assure the needs of my students were met. As a member of your Speech Pathology Department, the skills I possess as an educator would enable me to make a significant contribution to the needs of your patients and I welcome an opportunity to personally discuss with you how I can benefit your institution. I may be reached at the above listed phone number to schedule an interview and look forward to hearing from you.

Sincerely,

Pamela K. Nolan

Sample Cover Letter – Non Teaching Employee Looking For the Same Title

Robert Henderson

3542 Joy Town Road Schenectady, NY 12345
(518) 123-0000 RobertHenderson@nycap.rr.com

May 19, 2010

Mr. William Loftin
Human Resources
University at Albany
State University of New York
1400 Washington Ave.
Albany, NY 12222

Dear Mr. Loftin:

I am interested in exploring career opportunities with your institution and enclose my resume for your review.

In my 17 years experience I have held the position of Facilities Manager of the High School facility within the Leven Central School District. In looking at my resume, you will see my experience is vast and varied and I have several Licenses and certifications from 7A Pesticide application to Asbestos Inspection. As Facilities Manager I was responsible for Health and & Safety Coordination, established a new on-line electronic work order system, began a base line inventory control program for maintenance supplies, and had served as project supervisor for various plumbing, electrical, and HVAC system upgrades. Also, I had authored a $101,600 Readiness and Emergency Grant which was awarded in 2008.

I would be happy to answer any questions you may have or discuss how I may benefit your institution. Please feel free to call me at the phone number or e-mail address listed above.

Sincerely,

Robert Henderson

Resume Writing

Duties vs. Accomplishments

Most people applying for a job will have a similar background, so you need to stand out. Accomplishments and Outcomes help prove worth. Following are several examples:

Duty:

1. Taught five sections of sixth grade math
2. Specialized in programs serving at-risk students and their families
3. Developed and implemented IEP's for students diagnosed with learning disabilities

Accomplishments and Outcomes:

1. Uncompromising advocate of the view that all students can learn; facilitate learning through a positive environment that encourages student exploration and promotes self-confidence.
2. Dynamic and optimistic educator with experience developing and implementing goals in addition to motivating adolescents to achieve peak performance and develop confidence. Committed to building upon proven accomplishments and a track record of results when teaching the NYS Social Studies Curriculum.
3. Possess knowledge of the most recent research and advances in educating special education and gifted students including accommodations and modifications. Committed to creating individualized instruction based on student needs and interests, to ensure a stimulating atmosphere.
4. Voted Teacher of the Year in 2008.
5. Utilized math manipulatives such as geoboards as well as varied assessment tools to supplement structured curriculum.
6. Participated in Saturday and after-school tutoring programs, gaining a high student attendance rate. Produced above-average scores on Regents Exams, with 97 percent passing the Trigonometry exam.
7. Selected to train student teachers and help new math teachers acclimate to program.
8. Coordinated the annual 6th grade fundraiser, raising over $2,000.
9. Coached several undefeated football teams, including one that went on to win the state championships.

10. Initiated the introduction of a learning based in school suspension program to deal with a high rate of daily suspensions; later instituted the program at a middle school based on outstanding results.

11. Prepare students to become productive citizens with global vision by using innovative and traditional methodologies to teach the communications, creative thinking, and writing skills necessary for success in today's marketplace.

12. Facilitate current events discussions related to daily lesson plan. Discussion and debate keeps topic relevant and keeps students centered, entertained and open to learning.

13. Used a lunchtime incident to develop a discussion on respect and compassion. Discussion became a two-day theme culminating in a better understanding of the phrase "walking in another person's shoes." Lesson was so effective that the compassion theme was carried throughout the quarter.

14. Enthusiastic, warm, and caring professional. Sensitive to the specialized and changing needs of students.

15. Used cross-curriculum, cooperative learning, motivational environment, team planning, and "real-world" examples to stimulate learning and learner retention.

16. Accomplished in the use of hands-on materials, manipulatives and technology.

17. Pioneered "Scientists in the Classroom" Program, partnering with local companies to provide scientific demonstrations and Q&A sessions.

18. "Your demeanor and patience lend themselves in creating a positive learning environment…You take the profession of teaching seriously on a daily basis." (Principal's Evaluation, 2009).

19. Designed and implemented a new program targeted toward 3rd and 4th grade students: "The Achievers Program." Small groups, meeting twice per week, focus on developing life skills such as motivation, resilience, resourcefulness, goal setting, time management, and decision-making. Mastery of skills evidenced by academic and behavioral improvement.

Action Verbs by Skill

Management Skills		Communication Skills		Creative Skills
Administrated	Produced	Acquainted	Proposed	Acted
Allocated	Recommended	Adapted	Promoted	Composed
Analyzed	Recruited	Addressed	Publicized	Conceived
Assigned	Represented	Advised	Persuaded	Conceptualized
Attained	Restored	Appraised	Reconciled	Created
Chaired	Restructured	Answered	Recruited	Customized
Consolidated	Reviewed	Arranged	Reported	Designed
Consulted	Scheduled	Authored	Responded	Developed
Controlled	Selected	Briefed	Spoke	Devised
Contracted	Solved		Summarized	Directed
Coordinated	Spearheaded	Clarified	Synthesized	Displayed
Decided	Sponsored	Communicated	Taught	Drafted
Delegated	Staged	Conducted	Trained	Dramatized
Developed	Started	Contacted	Translated	Edited
Directed	Strengthened	Convinced	Transmitted	Entertained
Elected	Supervised	Corresponded	Wrote	Established
Enlisted	Synthesized	Demonstrated		Exhibited
Established		Developed		Fashioned
Evaluated		Directed		Founded
Expanded		Drafted		Illustrated
Formed		Edited		Initiated
Founded		Educated		Innovated
Governed		Enlisted		Instituted
Hired		Explained		Integrated
Implemented		Familiarized		Introduced
Improved		Formulated		Invented
Increased		Handled		Modified
Initiated		Influenced		Originated
Innovated		Informed		Planned
Inspired		Instructed		Performed
Instituted		Interpreted		Produced
Led		Interviewed		Revitalized
Managed		Introduced		Shaped
Moderated		Lectured		Sketched
Motivated		Listened		Stimulated
Operated		Lobbied		Synthesized
Organized		Mediated		Updated
Oversaw		Met		
Planned		Moderated		
Pioneered		Motivated		
Presided		Negotiated		

Research Skills	Helping Skills	Administrative/ Clerical Skills	Financial/Selling Skills	Technical Skills
Analyzed	Aided	Approved	Administered	Assembled
Assessed	Assessed	Arranged	Allocated	Built
Audited	Assisted	Assembled	Analyzed	Calculated
Catalogued	Attended	Assisted	Appraised	Computed
Clarified	Clarified	Catalogued	Arbitrated	Constructed
Classified	Coached	Checked	Audited	Controlled
Collected	Collaborated	Classified	Balanced	Designed
Compiled	Comforted	Collected	Budgeted	Devised
Completed	Contributed	Compiled	Calculated	Engineered
Consulted	Counseled	Coordinated	Computed	Fabricated
Critiqued	Demonstrated	Corrected	Convinced	Formulated
Defined	Diagnosed	Corresponded	Developed	Handled
Detected	Educated	Dispatched	Dissuaded	Installed
Diagnosed	Enabled	Disseminated	Encouraged	Invented
Discovered	Encouraged	Distributed	Estimated	Maintained
Documented	Evaluated	Enforced	Formulated	Measured
Edited	Expedited	Executed	Forecasted	Modified
Estimated	Facilitated	Expedited	Managed	Monitored
Evaluated	Familiarized	Formalized	Marketed	Networked
Examined	Focused	Generated	Mediated	Operated
Extracted	Fostered	Handled	Negotiated	Overhauled
Found	Guided	Implemented	Obtained	Processed
Gathered	Helped	Inspected	Persuaded	Programmed
Generated	Inspired	Installed	Planned	Remodeled
Identified	Instilled	Located	Procured	Repaired
Inspected	Instructed	Maintained	Projected	Solved
Interpreted	Listened	Monitored	Promoted	Tested
Interviewed	Mentored	Organized	Publicized	Trained
Investigated	Motivated	Planned	Reconciled	Updated
Measured	Participated	Prepared	Reduced	Upgraded
Organized	Persuaded	Printed	Researched	
Predicted	Provided	Processed	Resolved	
Reported	Referred	Purchased	Saved	
Researched	Rehabilitated	Recorded	Secured	
Reviewed	Represented	Retrieved	Sold	
Revised	Resolved	Routed	Solicited	
Searched	Served	Reorganized	Utilized	
Standardized	Settled	Screened		
Summarized	Stimulated	Specified		
Surveyed	Strengthened	Systematized		
Systematized	Supported	Updated		
Tested	Taught	Validated		
Verified	Trained	Verified		

Compiled 6/05 H. Rados

Resume Samples

Sample Resume of a Teacher Changing Careers - BEFORE

PAMELA K. NOLAN

243 State Street. Our Towne, NY 98765
123-555-1212 (home)
123-22-3456 (cell)
pknolan@yourdomain.com

OBJECTIVE To secure a job in special education utilizing educational preparation, life experiences, and skills to make a difference in the lives of my students.

EDUCATION

Graduate Studies – Special Education 1997
Le Moyne College, Syracuse NY

Graduate Studies – Elementary Education 1996-1997
SUNY OSWEGO, Oswego NY

Masters of Science – Rehabilitation Counseling/Vocational Education 1981
Syracuse University, Syracuse NY

Graduate Studies – Vocational Evaluation
University of Wisconsin – Stout, Menomonie, WI

Bachelors of Science – Industrial Arts Education
State University College @ Buffalo, Buffalo NY

EXPERIENCE

Special Education Teacher (Homebound) Spring 2002-Present
Baldwinsville School District, Baldwinsville, NY
- Homebound teacher for special needs students, K-12. Prepared lessons and taught individual plans.

Special Education Resource Teacher 2002-2003
Ray Middle School, Baldwinsville, NY
- Taught academics, with modifications, to resource students.

Substitute Special Education and Elementary Education Teacher 1996-Present
East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts
- Skilled at classroom management, organization, discipline and maintenance of a positive environment.

Special Education Teacher Assistant Summer 1999
Liverpool Early Education Program, Liverpool, NY
- Taught three-year-old group educational and cooperative play.

Special Education Teacher Assistant Summer 1997
OCM-BOCES @ Liverpool Special Ed. Summer Program, Liverpool, NY
- Assisted in Special Education Class.

Job Coach/Counselor 1993-1998
Liverpool School District, Liverpool, NY
- Trained students in community based vocational training program.

Sample Resume of a Teacher Changing Careers - AFTER

PAMELA K. NOLAN

243 State Street. Our Towne, NY 98765
123-555-1212 (home)
123-22-3456 (cell)
pknolan@yourdomain.com

OBJECTIVE: Position in speech pathology or related field utilizing my educational preparation, life experiences, and skills to make a difference in the lives of others.

SUMMARY OF QUALIFICATIONS

- ☐ Masters of Science Degree focusing upon Rehabilitation Counseling and Vocational Education.
- ☐ New York State Permanent Certification in Elementary Education.
- ☐ Provided counseling and educational support for physically and emotionally traumatized children.
- ☐ Eight years experience educating students and family members about various topics, such as communication techniques and strategies to cope with or to avoid personal misunderstandings.
- ☐ Skilled at classroom management, organization, discipline and maintenance of a positive environment.
- ☐ Collaborative approach to resolving students' vocational/rehabilitative issues.

PROFESSIONAL EXPERIENCE

Training and Instruction

- ☐ Provided individual instruction to students in techniques for more effective communication, including sign language, lip reading, and voice improvement.
- ☐ Instructed students in academic subjects using a variety of techniques such as phonetics, multisensory learning, and repetition to reinforce learning and to meet their varying needs and interests.
- ☐ Employed special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.

Programming

- ☐ Established long-range objectives and specified the strategies and actions to achieve them.
- ☐ Developed and implemented treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers.

Evaluation and Assessment

- ☐ Evaluated hearing or speech and language test results, and background information to plan treatment for speech, language, fluency, voice, and swallowing disorders.
- ☐ Administered oral, written, and performance tests to measure progress and to evaluate training effectiveness.

Counseling

- ☐ Applied active listening and learning strategies to classroom and individual activities.
- ☐ Established and enforced rules for behavior and procedures for maintaining order among students.

Community Outreach

- ☐ Taught three-year-old class educational and cooperative play.
- ☐ Trained students in community based vocational training program.

Administration and Organization

- ☐ Completed administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans.

PROFESSIONAL WORK HISTORY

Special Education Teacher (Homebound) 2002-2010
Baldwinsville School District
Baldwinsville, NY

Special Education Resource Teacher 2002-2003
Ray Middle School
Baldwinsville, NY

Substitute Special Education and Elementary Education Teacher 1996-2002
East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts

Special Education Teacher Assistant Summer 1999
Liverpool Early Education Program
Liverpool, NY

Special Education Teacher Assistant Summer 1997
OCM-BOCES @ Liverpool Special Ed. Summer Program
Liverpool, NY

Job Coach/Counselor 1993-1998
Liverpool School District
Liverpool, NY

EDUCATION

Graduate Studies – Special Education 1997
Le Moyne College, Syracuse NY

Graduate Studies – Elementary Education 1996-1997
SUNY OSWEGO, Oswego NY

Masters of Science – Rehabilitation Counseling/Vocational Education 1981
Syracuse University, Syracuse NY

Graduate Studies – Vocational Evaluation
University of Wisconsin – Stout, Menomonie, WI

Bachelors of Science – Industrial Arts Education
State University College @ Buffalo, Buffalo NY

Sample Resume of a Teacher Changing Careers – AFTER RE-TRAINING

PAMELA K. NOLAN, R.N., BSN

243 State Street. Our Towne, NY 98765
123-555-1212 (home)
123-22-3456 (cell)
pknolan@yourdomain.com

OBJECTIVE: To secure a position as a Registered Nurse that will utilize my skills, educational preparation, and professional experience to make a difference in the community.

HIGHLIGHTS

☐ Recipient of the B.G. Baxter Student Award for Acute and Critical Care and Follow-Up.

SKILLS

Critical care, Pediatrics, Developmental Disabilities, Development, Mental Health, Rehabilitation, Psychosocial Nursing, Public Health, sign language, computer skills, summarize and clarify ideas, write, present, organize, interpersonal skills, deal with patients and families, attention to detail, time management, plan, decision making, flexibility, creativity, influence, persuade, think independently, editing skills, teach, train, classroom management, stress tolerance, social perceptiveness, team player, concern for others.

EDUCATION

Bachelors of Science in Nursing 2010
Le Moyne College, Syracuse NY
Studies focused on Pediatrics and Developmental Disabilities

Graduate Studies – Elementary Education
SUNY OSWEGO, Oswego NY

Masters of Science – Rehabilitation Counseling/Vocational Education
Syracuse University, Syracuse NY

Bachelors of Science – Industrial Arts Education
State University College at Buffalo, Buffalo NY

CLINICAL PRACTICUM EXPERIENCE

Crouse-Irving Memorial Hospital: Neo-Natal Unit 2010
Syracuse, New York

Upstate Medical Center: Pediatric Oncology 2009
Syracuse, New York

St. Joseph's Hospital Health Center: Intensive Psychiatric Rehabilitation Treatment Unit 2009
Syracuse, NY

Veterans' Administration Medical Center: Amputee Inpatient Care Unit 2008
Syracuse, NY

RELEVANT EXPERIENCE

Pediatric Comprehensive Care Program Nurse Externship Summer 2009
Crouse-Irving Memorial Hospital, Syracuse, NY
Provided preventive and routine health care for pediatric patients and instructed parents how to advocate effectively for their children through various agencies.

Student Nurse 2008-2009
American Red Cross, Syracuse, NY
Assisted with Blood Drives across 4 counties

OTHER WORK EXPERIENCE

Special Education Teacher (Homebound) 2002-2008
Baldwinsville School District, Baldwinsville, NY
Homebound teacher for special needs students, K-12th. Prepared lessons and taught individual plans.

Special Education Resource Teacher 2002-2003
Ray Middle School, Baldwinsville, NY
Taught academics with modifications to resource students.

Substitute Special Education and Elementary Education Teacher 1996-2008
East Syracuse-Minoa, Liverpool, Solvay, and Baldwinsville School Districts
Skilled at classroom management, organization, discipline and maintenance of a positive environment.

Special Education Teacher Assistant
Liverpool Early Education Program, Liverpool, NY
Taught three-year-old class educational and cooperative play.

Another Sample Resume of a Teacher Changing Careers

Maria Williamson

275 Franks Road - Blue Lake, NY 12000
555-123-9876 - MWilliamson@verizon.net

OBJECTIVE – Foreign Language Translator and Interpreter

QUALIFYING EXPERIENCES

- Traveled throughout France, Russia, Germany, Austria, England and Canada
- Provided interpretation services to French- and Russian-speaking patrons
- Conducted bi-lingual tours of tourist attractions
- Translated documents for foreign adoptions
- Comprehensive planning arrangements for student international travel to Rethel, France

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EMPLOYMENT HISTORY

Document Translator 1989-Present
ABC International Adoption Agency Glens Falls, NY

- Met stringent guidelines when translating documents for acceptance by embassies and foreign courts, leading to the adoption of foreign-born children. Documents included:
  - University diplomas; Medical examinations; Income statements; Psychological evaluations; Birth certificates, marriage certificates; Reference letters, and Immigration documentation

Curriculum Coordinator / French Teacher 2007-2010
Schuylerville Central School District Schuylerville, NY

- Linked with a school district in Rethel, France through which students corresponded with pen-pals. Coordinated annual international student travel, and made all related arrangements.
- Ensured district curriculum complied with NYS Education standards.
- Soccer coach, Mock Trial Advisor, elected Union President.
- Taught reading, writing and verbal skills to students enrolled in beginning, intermediate and advanced levels of French.
- Utilized innovative and constructive teaching methods to assist students in their learning process.
- Provided tutorial assistance when needed.

Substitute Teacher 2005-2007
North Colonie Central School System Latham, NY
Brushton-Moira Central School System Brushton, NY

Student Teaching
North Colonie Central Schools (Shaker High School) ~ Latham, New York; spring 2006

- Taught grades 9-12. French Levels I-V. 5 classes daily

Schaghticoke Central Schools (Hoosick Valley Jr./Sr. High) ~ Hoosick Valley, New York; fall 2006

- Taught grades 7-8-9 French Levels I and II, 2 classes daily

EDUCATION

Master of Arts; May 1994
SUNY at Albany, Albany, New York

- ☐ Certificate: NYS Permanent Certification in Secondary Education

Bachelor of Arts; May 1989
Siena College, Loudonville, New York

- ☐ Concentration in International Studies
- ☐ Successful completion of courses in French and Russian

Intensive French Immersion Program
Middlebury College, Middlebury, Vermont

- ☐ Selected to participate in a 9-week program worth 9 credit-hours

Networking

POTENTIAL SOURCES OF INITIAL NETWORKING CONTACTS

Personal Contacts		
Family	Holiday Card List	Fellow Job Seekers
Friends	Sports Contacts	Volunteer Supervisors
Neighbors	Mentors	School Associates
Employment-Related Contacts		
Co-Workers		Job Boards
Former Co-Workers		Employment Specialists
Bulletin Board Listings		Job Fairs
Walk-in Contacts		Yellow Pages
Information Interviews		Online Social Networking Sites (LinkedIn)
Organization Newsletters		
Work With Services and On-Line Providers for Leads & References		
Women's Centers		Community Colleges
Federal Job Service		Private Employment Agencies
Placement Services		Libraries
State/Local Government		NYS Department of Labor
Civil Service Commission		
Published Sources, in print and on-line, for Employer Information and To Learn of Vacancies		
Chamber of Commerce		Professional Magazine Ads
Yellow Pages		Newspaper Classified Ads
Surveys		Job Search Web Sites
Created Opportunities		
Unsolicited cover letter and resume		
Volunteer or temporary work (to get foot in door)		

Online Social Networking

Web 2.0 Glossary

Aggregators: Software and applications that retrieve content from the web via structured feeds published by websites, podcasts, blogs and other online content publishers.

Atom Feed: A protocol for sharing content; using an XML file. It is one of the main ways to syndicate content from publishing platforms such as blogs and websites, with the protocol pushing new content out to subscribers.

Avatar: A computer user's representation of him/her self.

Blog (weblogs): A simple content management system designed to make content publication simple for non-technical people for the initial purpose of maintaining online diaries. Blogs have evolved to be key drivers of news and discussions online due to the ease of use and immediacy of outputs. They have also become an integral part of many integrated marketing strategies as they provide a great tool for building communities, managing online PR and contributing to other efforts such as Search Engine marketing.

Blogosphere: The term given to the ever-growing collection of blogs across the Internet. The expression was coined due to the interconnectivity of blogs with many of them entwined via comments, links and trackbacks creating a perceived sphere.

Cloud Computing: Virtual servers available over the Internet, outside of the "cloud" or firewall

Communities: Websites that internet users can join to network find information and interact with other members. They often form around particular areas of interest or to provide an online area where people can socialize "virtually".

Consumer Generated Media / Consumer Generated Content (CGM / CGC): Online content created and distributed by the web community via the new generation of online publishing platforms such as blogs, wikis or social networks.

Crowd Sourcing: The act of taking tasks traditionally performed by an employee or contractor, and outsourcing them to a group of people or community, through an "open call" to a large group of people (a crowd) asking for contributions

Folksonomy: The organization of the web based on community use of tags for categorization of content. This contrasts the traditional approach to web classification known as Taxonomy - where editors and computers categorize the web.

Geo-tagging: The process of adding geographical identification metadata to various media such as photographs, video, websites, or RSS feeds. It is used to create visual maps.

Glocalization: The combination of globalization and localization. It refers to providing local services on a global scale via the Internet.

Mash Up: Application, media or tool created by combining data, content or other services to provide a single integrated experience.

Micro-Blogging: A form of blogging where users publish a very short post – often seen in Twitter or text messaging.

Open Source Software (OSS): A public and collaborative way to use, change and improve software to redistribute it in modified or unmodified form.

Podcast: An audio file made available online for users to download, provided via feeds and syndication. Podcast content can vary from traditional music to news, reviews, presentations and audio diaries.

RSS (Really Simple Syndication): A family of content feed formats (using XML) used to publish content from websites, blogs, podcasts and other publishing platforms. An RSS document may contain either a summary of the content or the full version. RSS also includes the older versions known as RDF Site Summary and Rich Site Summary.

Social Bookmarking: Is the process of storing and tagging websites and internet resources (URLs and descriptions) using online tools - similar to the traditional browser bookmarking (adding to favorites). Then these social bookmarks can be made public, providing a valuable, human-edited resource for other Internet users.

Social media: Online mediums used to facilitate social interactions online such as the sharing of content, opinions, insights, experiences, perspectives, and actual media. Social media takes on various forms including blogs, communities/social networks, wikis, podcasts, and blogs.

Social network: Like communities, social networks enable users to become members and connect based on common interests or demographics. They facilitate the creation of personal online profiles and virtual interactions.

Software as a Service (SaaS): Software that is used on a subscription basis (usually for a fee). Most **SaaS** applications are delivered via the Internet.

Tag Cloud: Is a visual representation of the content tags for a website, blog or community. Font size is used to indicate the relative use of the tag - with larger fonts used for the most popular tags.

Tagging: The process of labeling items such as posts, photos, web pages or video by the online community to help classify the content and make searching and sharing easier.

User-Generated Content (UGC): Refers to content that is created by Internet users. It is another term for Consumer Generated Media, mentioned above.

Viral: Can be used as a noun or adjective. As a noun, content that "catches on" via word of mouth (online and/or offline). Entertains, engages, or entices users such that they want to (and do) share it with others.

Vlog or video blog: Is simply a blog where the content is provided in the form of video rather than text or audio. Like blogs and podcasts, blogs can be syndicated via feeds.

VoIP: Voice Over Internet Protocol are free or low-cost platforms which enable you to make individual or conference phone calls from one computer to another.

Web 2.0: The 2nd generation of web where online content and applications are created, collaborated on and shared by the web community. It describes the web as a community-controlled interactive tool rather than a publishing medium.

Widgets: Mini portable applications that can be added to a website or social networking page.

Wiki: Community publishing tool or website that allows users to edit and control content. Wikis are collaborative projects that can be used to create extensive databases with the resource developed and expanded by its users.

XML (Extensible Markup Language): A system for sharing complex data structures and documents across multiple platforms. It is used to encode documents and serialize data with users able to define

their own tags. It is the basis of the feeds and syndication that are driving web 2.0 content distribution.

Adapted from Wikipedia

How to Register on Facebook

1. Go to the Facebook Homepage at www.facebook.com. Then enter your full name, your email address and password.

2. Your password must include both letters and numbers. Select your gender - Male or Female. Select your birthday.

3. After you have entered this data, click on the Signup button. Go to your email that you used to join Facebook. Open the Registration Confirmation email from Facebook. Click on the verification link. Now you can access Facebook and find your friends online.

How to Register for a Twitter Account

1. Go to the Twitter signup page by clicking this link: www.twitter.com
2. Type in your name, username, password and email address. Need help with a username? It can't have spaces; so many people just use their real name without the spaces. For example, Twitter account is DanielNations. You could also use the first part of your email address before the @ symbol.
3. Type in the CAPTCHA words from the image. If you have a hard time reading them, you can listen to the words by clicking the link just to the right of the image.
4. Click on the Create My Account button.
5. The next step is to see if your friends are on Twitter. This will look through the addresses in your email if you use Gmail, Yahoo, Hotmail or another popular Internet email service. You can skip this by clicking on the Skip This Step link just below the Continue button.
6. Twitter may want to brag about the celebrities on Twitter and ask you to follow them. Feel free to skip this step just like you did above!
7. Congratulations! You are done. The next page that asks how you are doing is your main Twitter page. Type in something in the text box and click update to send
8. Your first 'tweet' -- which is a Twitter message.

How to sign up for a LinkedIn Account

Go to www.LinkedIn.com. Sign up for LinkedIn by filling out the short form below the title, "Join LinkedIn Today." Enter your full name, your email address and password. Password has to be six or more characters.

How to Connect Twitter to Facebook Status Updates

You can link or connect your Twitter account to your Facebook account, thus every update you make on your Twitter will be displayed into your Facebook automatically.

1. Log into your Facebook account and search for "Twitter" in search box.

2. The result will be "Twitter Application". Now you must click "View Application".

3. Go to Twitter application.

4. You will then be asked whether you want to allow access for Twitter - click allow.

5. Enter your Twitter user name and password.

6. The last click you need to do now is to allow Twitter to update Facebook status.

How to Connect Facebook to Twitter

What you will need:

- ☐ Twitter Account
- ☐ Facebook Account
- ☐ Cell Phone Capable of Sending Text Messages

1. Install the Twitter application on your Facebook account. Log in to Facebook and go to Twitter's application. You can find it by searching for "Twitter" in the search bar. Once on Twitter's page click "Go to Application"
2. It will ask you if you want to allow access to the Twitter application on Facebook. Click "Allow"
3. Now it will ask you to enter your Twitter user name and password. Enter it in and click "Log In"
4. Now, click on "Allow Twitter To Update Your Facebook Status".
5. The next screen will confirm. Click "Allow" and you are good to go!

7 Secrets to Getting Your Next Job Using Social Media

Adapted from Dan Schawbel

This article *originally appeared on* Mashable.com, *the top source for news in social and digital media, technology and web culture.*

1. Conduct a people search instead of a job search

The three-step people search:

1. Identify the top five companies where you would like to work.

Use a focused approach instead of flooding thousands of in-boxes with spam. You want to brand yourself, not just as the person who is the best fit for a job, but as someone who is eager and ecstatic to work for the company.

2. Use search engines to track employees that currently work there.

There are over 130 million blogs in Technorati and you can search through them to possibly find someone who works at one of your top five companies. You can search through corporate groups, pages and people on Facebook. You can even do the same on Twitter. Then there are people search engines such as pipl, peek you, and wink. Once you find a contact name, try googling it to see if there is any additional information about that person.

3. Connect with the person directly.

Social media has broken down barriers, to a point where you can message someone you aren't friends with and don't have contact information for, without any hassles. Before you message a target employee, realize that they receive messages from people asking for jobs all the time. They might not want to be bothered on Facebook, where their true friends are. As long as you've done your homework on the company, and them, tailor a message that states who you are and your interest, without asking for a job at first. Get to know them before asking if there is an available opportunity.

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2. Use attraction-based marketing to get job offers

The traditional way of searching for a job was reactive, forcing you to start a job that you might not have enjoyed. The new approach is about building a powerful personal brand and attracting job opportunities directly to your doorstep. How do you do this? You become a content producer instead of just a consumer. The number one way to do that on the web is to launch a blog that centers around both your expertise and passions.

You need to be passionate to be committed to this project because it requires a lot of writing, creativity and consistency for it to actually help you. A blog is a non-intrusive, harmless and generous way of getting recruiters interested in your brand, without even asking for a job! Make the recruiters fall in love with you and only send you opportunities that are related to your blog content, so you end up happy in the end.

This works a lot and is expected for new-age marketing jobs that require experience in social media. It can even help you jump-start a new business from your blog platform. By pulling recruiters into your world, you are able to impress them with what you want them to see. They can make a quick decision whether to hire you or not, without you hearing about rejection. Start a blog today using Wordpress.com (for beginners) or install Wordpress.org onto your own host (such as GoDaddy or Bluehost).

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3. Be proactive on Twitter

Twitter has become the ultimate utility to connect directly with recruiters and employees at companies where you want to work. By conducting Twitter searches, following recruiters on your account and using the "@" sign to communicate with them on occasion, you will start to learn a lot about them and their companies.

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4. Capitalize on LinkedIn

It's no surprise that LinkedIn has been extremely profitable and successful as of late. Recruiters are starting to use LinkedIn as the main place for sourcing candidates because it's free and the top professionals are on there. Many people don't use LinkedIn to the best of their ability and fail to complete their entire profile, such that it says "100% complete."

Just like any other search engine recruiters are using, keywords are extremely important. You want to fill out your entire profile, just as you would a resume, but include the same avatar you are using

on Twitter (see above) and ensure that the summary section is complete. You'll also want to get at least one recommendation from a supervisor or friend, which will give you a "1" next to a "thumbs up" graphic when people search for you.

Then, you should import all your contacts from Outlook, Gmail, hotmail, etc, so that you can start to build your network or grow your existing network. The more people you are connected to the better because you're only able to reach other people in your network (1st, 2nd & 3rd degrees) by having these connections. You may want to pay for a premium account, so you can contact other recruiters that may help you. Finally, you should conduct searches on there for jobs that you may be interested in and reach out to those individuals that may supply you with an interview or referral.

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5. Advertise your brand using AdWords and Facebook Social Ads

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Google AdWords is Google's advertising platform, which offers CPC (cost-per-click) and CPI (cost-per-impression) pricing for advertisements on Google and partner sites. Some of their partner sites are newspapers, radio and TV.

Before running your advertisement, you need a landing page. If you have a website or blog, then use the resume page within it to display through advertising. This works beautifully because recruiters can see that single resume page and notice all the other pages/options on your website, to get a better sense of your brand.

Here's how to create your ad:

1. **Title.** When you create your ad, label yourself as a specialist, expert or guru on the title tag. You might want to state the fact that it's your resume first.
2. **Description.** In the next two description tags, pull out your biggest achievements in six words or less and list your personal brand statement or a few descriptors.
3. **URL.** For your URL, don't use the URL for your resume page. Instead, use *yourname.com* for personal branding purposes. Drop the "www" from the domain you want to promote because it is unnecessary.

Facebook Social Ads allow businesses and individuals to advertise using Facebook's news feed or left rail (will change to two ad spots on the right when the new interface swaps over). This program works similar to Google's but you can use a picture and it's more "word-of-mouth friendly" because ads travel through the news feed of friends.

Here is how to create your ad:

1. **Title.** What is the purpose of the ad? The title is the most important piece of your ad because it has the most "text" emphasis. I would say "I want to work for <insert company name>" or "Resume for <insert position type>." Try to be as specific as you can.
2. **Picture.** Just like your Facebook picture, don't use a picture that you wouldn't want shown to your future employer. I would go for a professional yet personal picture.
3. **Description.** Don't write your resume, but instead give the viewer a quick description of who you are, what you do and what job you want in 25 words.

Once you create your ad, link it either to your Facebook page, LinkedIn profile or blog/website. These ads are meant to target a specific group that would care about your resume or hiring you. When you select your target audience, keep your major in mind, as well as the company and location.

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6. Construct a video resume and upload it to YouTube

A search for "video resume" on YouTube will give you over 1,700 results. Many video resumes are good, while others are so amateur and rehearsed that they detract from the candidate's marketing program. The key with a video resume is that very few people have actually created one, so they serve to make you stand out in the recruiting process.

A good video resume is short, describes the value you can contribute to a given position, explains why you're the best person for the job and talks about your background in a story-like format. If you aren't a person with an outgoing and lively personality, then don't bother creating one. Since you're filming yourself, don't rush because you can always try it a hundred times before you upload the final version to YouTube.

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7. Subscribe to blogs that have job listings

We all subscribe to blogs to receive information based on our interests. Over time, we rely on these sources for information to keep us updated on what is happening in certain industries or different trends that are developing. In the past few years, the larger blogs have started to integrate job banks into their own websites, using software/hosting from companies such as Job-a-matic. Blogs that have taken this approach include Guy Kawasaki's blog, GigaOM, and Jeremiah Owyang's Web Strategy Blog.

Job Search Websites

Great sites for all positions

Business / Networking Cards: www.vistaprint.com

Online Resume: www.visualcv.com

Potential Employers, job postings on AJE, Jobs in the News, Assessments, Apprenticeships, Employer Recruitments and Job Fairs – www.labor.state.ny.us

Job Search articles and advice – www.quintcareers.com & www.job-hunt.org

Company research and what's happening – www.bizjournals.com

Human Services Agencies - http://www.ccsnys.org/hsd/

Labor Market Information – www.labor.state.ny.us & www.bls.gov & www.acinet.org

Professional Associations – www.weddles.com/associations/index.cfm & http://www.marketingsource.com/products/directories/usassociations/ & http://associationsdirectory.org/

50+ - http://www.aarp.org/work/jobhunting

Business & General Research

The Bureau of Labor Statistics – www.bls.gov

Zoom Info – www.zoominfo.com

About – www.about.com

About (job search) – http://jobsearch.about.com/

Answers – www.answers.com

Bloomberg – www.bloomberg.com

Tracked – www.tracked.com

Wikipedia – www.wikipedia.org

Career Advice Resources

Business Week – http://www.businessweek.com/managing/career/

Career Hub – http://www.careerhubblog.com/main/

College Recruiter – http://www.collegerecruiter.com/profiles/blog/list

NY Post @ Work – http://www.nypost.com/news/business/jobs

NY Times Career Advice – http://jobmarket.nytimes.com/pages/jobs/

Secrets of the Job Hunt – www.secretsofthejobhunt.com/

WSJ Careers – http://online.wsj.com/public/page/news-career-jobs.html

Google; Google Alerts – www.google.com/alerts; Google Blog Search; http://blogsearch.google.com; Google Reader – www.google.com/reader

Indeed.com; Industry Trends – www.indeed.com/jobtrends/industry; Job Trends – www.indeed.com/jobtrends; Salary Search – www.indeed.com/salary

International Jobs

About.com International – www.about.com/jobsearch/internationaljobs

Job-Hunt.org International – www.job-hunt.org/international.html

The Riley Guide International – www.rileyguide.com/internat.html
Indeed (all countries linked at the bottom of Indeed homepage)

Salary Research

Glassdoor – www.glassdoor.com

Indeed Salary Search – www.indeed.com/salary

Payscale – www.payscale.com/

QuintCareers - http://www.quintcareers.com/job-offer-tutorial/

Salary.com - http://salary.com/

Salary Expert - http://www.salaryexpert.com/

Social Networking Websites

Facebook; www.facebook.com;

LinkedIn; www.linkedin.com.

Others; http://jobsearch.about.com/od/networkingsites/a/networkingsites.htm

For Teachers Looking For Teaching Jobs

New York Job Bank: www.americasjobexchange.com/ny

Indeed: www.indeed.com

OLAS Jobs (Online Application System for Educators): www.olasjobs.org

BOCES substitute teacher services assists most schools throughout New York State. Visit the website representing all 37 Boards of Cooperative Educational Services (BOCES) in New York State: www.boces.org

Pennsylvania Education Jobs: www.pareap.net

New Jersey Education Jobs: http://www.njschooljobs.com

State and Federal Prison teaching jobs: http://www.career-opportunities.net/career_profiles/state_federal_prison_teacher

Private schools in NY State: http://www.privateschoolreview.com/state_private_schools/stateid/NY
New York Education Jobs: www.nyeducationjobs.com

American Mathematic Society: www.ams.org

Chronicle of Higher Education: www.chronicle.com

Higher Education Jobs: www.higheredjobs.com

Academic Professionals: www.academic360.com

K-12 Jobs: www.k-12jobs.com

Education America.Net http://www.educationamerica.net/info_js.html
http://jobs.teachers.net/Teachers/tabid/53/Default.aspx
www.**job**-hunt.org/academia.shtml
http://www.teachers-teachers.com/

Several specific job search sites for teachers in one place; http://www.careeroverview.com/education-jobs.html

Tips for teacher resumes, cover letters & interviews: http://atozteacherstuff.com/pages/1876.shtml

Interviewing and Portfolio Development

http://resumes-for-teachers.com/news/education-interview-questions.htm

http://tepserver.ucsd.edu/courses/tep129/InterviewQuestions.htm

http://members.aol.com/amberp813/Interview.html

http://www.buzzle.com/articles/teacher-interview-questions.html

http://ezinearticles.com/?6-Common-Teacher-Interview-Questions-and-How-to-Answer-Them&id=510891

http://www.teachingheart.net/teacherinterview.html

http://k6educators.about.com/od/becomingateacher/a/interviewsqs.htm

http://www.lesley.edu/services/crc/interviewforteachers.html

http://www.teachnet.com/how-to/employment/portfolios/port002.html

http://ftad.osu.edu/portfolio/

Job Search Guide for School District Employees

Customer Satisfaction Survey

We request your feedback and comments on the Job Search Guide for School District Employees. The results will be extremely helpful when developing future related publications to serve job seeker customers.

1. Did you find the layout of the Guide to be "user friendly" for acquiring information?

___ Yes

___ No

Comments: _____

_____

_____

_____

2. Were you inclined to read the entire Guide, or was your preference to read only parts of the Guide that were relevant to you?

___ I was inclined to read the entire guide (or almost all of it).

___ My preference was to read only the most relevant parts.

Comments: _____

_____

_____

_____

Guide

3. Please select the choice that best reflect your opinion of the Guide.

	Strongly Agree	Agree	Neither Agree, nor Disagree	Disagree	Strongly Disagree	Not Applicable
The Guide is an excellent idea and a great resource.	___	___	___	___	___	___

The Guide has a lot of great information which is relevant to my job search.	___	___	___	___	___	___
The Guide is helpful and easy to use.	___	___	___	___	___	___

4. Please rate the Guide based on how well you thought it covered the following topics.

1 (Most Important) 2 3 4 5 6 7 8 9 10 (Least Important)

One-Stop Career Centers	1	2	3	4	5	6	7	8	9	10
Career Exploration	1	2	3	4	5	6	7	8	9	10
Cover Letters	1	2	3	4	5	6	7	8	9	10
Resume Writing	1	2	3	4	5	6	7	8	9	10
Transferable Skills	1	2	3	4	5	6	7	8	9	10
Letters of Recommendation	1	2	3	4	5	6	7	8	9	10
Job Search for Educators	1	2	3	4	5	6	7	8	9	10
Social Networking	1	2	3	4	5	6	7	8	9	10
Successful Interviewing	1	2	3	4	5	6	7	8	9	10
Labor Market Information	1	2	3	4	5	6	7	8	9	10
Salary Negotiation	1	2	3	4	5	6	7	8	9	10

Appendum

5. Please rate the Guide's Appendum based on how well you thought it covered the following topics:

1 (Most Important) 2 3 4 5 6 7 8 9 10 (Least Important)

Samples of Cover Letters	1	2	3	4	5	6	7	8	9	10
Action Verbs by Skills	1	2	3	4	5	6	7	8	9	10

Samples of Resumes	1	2	3	4	5	6	7	8	9	10
Suggestions of Sources to Improve Networking	1	2	3	4	5	6	7	8	9	10
Online Social Networking	1	2	3	4	5	6	7	8	9	10
Web 2.0 Glossary	1	2	3	4	5	6	7	8	9	10
7 Secrets to Getting Your Next Job Using	1	2	3	4	5	6	7	8	9	10
Social Media	1	2	3	4	5	6	7	8	9	10
Extensive List of Frequently Used Job Search Websites	1	2	3	4	5	6	7	8	9	10

General Suggestions

6. Please share your suggestions, e.g., comments, questions, and concerns regarding the Guide's content, layout, graphics, etc.

Suggestions: _____

_____

_____

_____

Respondent Information

7. Name: _____

Telephone Number: ( ) _____

Email Address: _____

Please complete and email your survey to http://www.surveymonkey.com/s/9NBQ2GG or if you prefer, complete the hard copy survey, detach it from the Guide, and mail or fax to the below representative:

New York State Department of Labor
Building 12, Room 425
State Office Campus
Albany, New York 12240
Attn: Richard Grossi Fax (518) 485-2577