

Gain the Winning Edge and Find the Job of Your Dreams

Kelly Herndon, Director of Recruitment and Retention
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As director of recruitment and retention for the largest school system in Georgia (and one of the largest systems in the country), I see thousands of education candidates each year. My experience as the mother of three (two of them teenagers) adds to my perspective in offering career advice to new graduates. So are you ready to find the job of your dreams? Let's find out.

Homework after graduation—you bet! The sharp candidates research the states in which they plan to apply. Every state has a state licensing authority. On page 19 of this handbook, you will find contact information for all 50 states. These sites offer forms for certification and often offer links to job fairs. You should stay in touch with the state licensing authority throughout your career to confirm credit for endorsements, added degrees, etc. You would expect a doctor to make sure his or her license is in order; an educator should be no less a professional.

Is There Really a Shortage of Educators?

Have you heard that there is a shortage of educators in the United States? That is correct—somewhat. The teacher shortage is real, but it does not exist in all subjects or in all geographical regions. Jobs in high-flying systems, whether urban, suburban, or rural, can be as fiercely competitive as getting into a great college. Candidates who assume the world will come to them may find themselves still waiting for a job offer in July or August.

The well-prepared candidate asks plenty of questions and

diligently checks and double-checks the process. As a general rule, school systems will need from you an application (either online or hard copy), official transcripts, and one or more letters of reference. But do not assume. Search the system's website for exact application requirements, always a best first step. You can locate website addresses using any of the major search engines. When time is of the essence, and a decision needs to be made between two good candidates, the job offer will almost always go to the candidate who appeared best prepared.

Become a Practiced Interviewee

Imagine interviewing as a dating process. By all means, look after your best interests and interview widely, but do not assume that those of us who hold positions in the hiring process do not talk among ourselves. We do talk, within individual schools, among principals, throughout school systems, and across entire states.

The education world is an ethical world and educators are willing to cooperate even with competitors. Candidates who play one system off another (e.g., signing multiple letters of intent or bad mouthing another system) are not held in high regard. If your phone stops ringing, look closely at your actions. The best approach is to be straightforward and honest. If you are interviewing in one system, but are holding out for another, perhaps closer to home, it is perfectly okay to say so. Quality school systems understand that a good match is in the

best interest of everyone concerned. You can read more about interviewing on pages 28 through 30.

Avoid Mistakes

Can you guess one of the biggest mistakes made by candidates? The phone number on the application is wrong! If you use your college address and phone number on applications during your senior year, make sure to provide post-graduation information as well, perhaps using a cell phone as your main contact number. Add an e-mail address to all of your applications, even if it is not required. In a competitive market, the race goes to the swiftest. Are you beginning to see a pattern here? There is more information about mistakes to avoid on pages 20, 37, and 39 of this handbook.

Did you begin thinking about college in May of your senior year of high school? Of course not, and the same holds true for job hunting. Most school systems will accept applications year-round. December and January are great months to apply, whether you are a new graduate or an experienced teacher looking for a job change. Early birds beat the rush and gain an unanticipated bonus—their names are now in the system database, and they are the first to receive mailings on spring job fairs (you'll find more about job fairs on pages 31 and 33).

The world is a stage and you are a member of the cast. Keep in mind that you never know who is in your audience. An outstanding candidate uses many sources to locate vacancies, including family, friends,



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the Internet, and industry publications. Tell anyone who will listen about your job-hunting needs, whether you are at church, the ball field, or sitting beside your nephew's hockey coach. An enthusiastic future teacher is inspiring. Your enthusiasm reminds each of us

of a special teacher who changed our lives. People want to help you; ask for that help.

I encourage you to take responsibility for your career and to take pride in your profession. Remember, every school in America, no matter where it ranks in testing, has at

least one shining star who demonstrates outstanding teaching and learning on a daily basis. Be that person and find the job of your dreams!

The Collective Wisdom of the Principals

Judy Mc Enany, Associate Professor; Susan Barfield, Assistant Professor
College of Education and Human Services
Montana State University-Billings

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In a 2002 study funded by the Northwest Association for Employment in Education, 146 Montana school principals offered words of wisdom to beginning teachers. Their advice ran the gamut of suggestions from professional behaviors, to teaching behaviors, classroom management and discipline issues, personal qualities and, finally, general wisdom of experience.

1. Beginning teachers should come to work with professional, mature attitudes, keeping in mind that they are role models who are ready to teach and ready to learn. They should select mentors, ask for help, and be willing to accept criticism and advice from other teachers. Beginning teachers need to communicate effectively and often by writing and speaking with parents, colleagues, administrators, and students. Beginning teachers need to spend extra time with students in the community by volunteering to take extra assignments that are offered. In time, beginning teachers will experience the benefits of learning alongside their students. Beginning teachers need to learn to relax, to use time wisely, and to share ideas with other teachers.

2. Beginning teachers should love kids before the curriculum. They will learn that the rewards of teaching are on the faces of their students. Inexperienced teachers can not expect things to go perfectly. Initiative and optimism are two factors to encourage student success. Of great importance is that beginning teachers should care about what they do and understand that failure is not acceptable.

3. Beginning teachers need consistency, firmness, fairness, and flexibility in establishing policies of classroom management and discipline. This can be done by taking control of the class on the first day—being ready with well-prepared lessons from day one. A positive emotional climate is mandatory, as are frequent grade reports and contact with parents.

4. Personal qualities of beginning teachers are important. Such qualities as patience, enthusiasm, self-confidence, self-control, and energy, along with a genuine interest in students are expected.

5. A beginning teacher will learn that it takes years to become a great teacher, with many joys and frustrations along the way. The first year of teaching will be difficult; the next 20 make it worthwhile. It takes time to build a foundation for a good (academic) program. Kids and adults respond to quality, so concentrated efforts on quality teaching will reap benefits. Beginning teachers should be ready to step into a proud and noble profession in which they need to love what they do because the teachers' actions impact lives.

6. Beginning teachers can plant the seeds for success by being willing to take risks, continuing to learn, being team players, and believing in themselves and others.

Your New Best Friend: Your College Career Center

Vicki Saulitis, Career Counselor
College of St. Catherine, Minnesota

OK, here's the deal. If you are reading this, it most likely means it's the autumn, you are an education student with graduation looming on the horizon, and you have a lot on your plate. In fact, your plate is overflowing with the responsibilities of student teaching, final coursework, graduation plans, a life (work/family) and, oh yes, did I mention your job search?

Before you throw your hands up in despair, or worse, bury your head under a book and pretend it's not happening, remember this: In the words of James Taylor, "You've got a friend." No, not James Taylor! Even better! Your friend is the career center at your college or university—its staff, resources, programming, and services, many geared just for education students. You have lots of help available to you when it comes to your job search, and you don't have to face this (sometimes) daunting process alone. Use your resources; the career center staff wants to help. After all, that's what friends are for!

How Can My Career Center Help Me with My Job Search?

Your career center can help in countless ways and, like friends, each center is different in terms of the kinds of resources, programming, and services it offers. Generally most career centers offer some or all of the following services, many designed specifically for education students.

Career Counselors/Specialists Meet one-on-one with a career professional to address your job-hunting needs, such as developing your portfolio, creating your

résumé and cover letter, or mock interviewing. Most counseling sessions are by appointment, so you will need to stop by or call your career center to schedule a time.

Many centers also offer walk-in hours. These sessions are usually 10 to 15 minute time slots, offering great opportunities to get quick answers to specific questions or to have a short consultation.

The professionals at your career center want to work with you to make your job search successful. Like the Maytag repairman, they have the skills and knowhow you need, and they hate being lonely. Use them!

Career Center Websites These are great places to launch your job search because they are so convenient. A website is an invaluable tool for locating basic information such as the career center's hours, telephone and fax numbers, and the schedule of upcoming job search workshops and events, such as education job fairs and recruiting activities.

You may also find links and information developed especially for a job search in education, including easy access to websites that post education job opportunities locally, nationally, and internationally. Your career center's website can be a treasure trove of help. Get connected!

Career Resource Library Your career center will have a resource library, although career libraries vary in how extensive and comprehensive they are. Here you will find books on writing résumés and cover

letters, creating portfolios, and preparing for interviews. Many have job search resources including books, handouts, and videos specifically for education students. Some will have education job postings housed in their libraries. This is another excellent resource to help and support you in your job search. Check it out!

Job Search Workshops and Seminars Most career centers offer several workshops throughout the year, so watch for announcements on your career center's website. Again, many programs are designed specifically for education job searches. They can include launching your job search, résumé and cover letter writing, portfolio development, improving interviewing skills, and information about and preparation for education job fairs.

Try to attend, as workshops provide a tremendous amount of information and an opportunity to connect with your peers to share helpful tips, compare job search notes, and find a sympathetic shoulder to lean on! Get there!

Other Services Call your career center or visit the website for additional information on recruitment activities, credential services, alumni contacts for informational interviewing, and other programs, services, and resources for education students. Find out!

How Can I Best Utilize My College's Career Center?

It is important to understand that like any good relationship, your involvement with the career center is a two-way



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street. While the professionals in your career center cannot get you your job, they will work with you on your identified career needs, providing guidance, advice, and support.

The services mentioned above, when utilized, can have a tremendous impact on your success. However, the success of your job search is ultimately your responsibility.

Assuming you do want a job in education, or are at the very least curious about how to make that happen, here are two important ways to get the most from your career center. They will seem obvious; however, it is truly amazing that many students are unaware of or ignore them.

Initiative: The right attitude about your job search is imperative. This is your job search. The career center and its staff are unable to hand you a job. You need to meet them halfway. Take a team approach. They can't do it for you, but they want to work with you. All the career professionals, services, programs, and resources available to you for your search are worthless unless you use them. Here are some suggestions:

- ❖ Pay attention to announcements, flyers, newsletters, and website postings from the career center regarding job search programs, services and resources.

- ❖ Run, don't walk, to your career center to make an appointment, use a walk-in time, visit the career resource library, or ask a question.
- ❖ Turn on your computer and get to know the career center's website so you become familiar with how to navigate it and how to access all the great information it holds.
- ❖ Attend a job search workshop and receive help with specific aspects of your job search, while enjoying the shared experience of your peers.
- ❖ Pick up the phone and make an appointment to meet with a career professional to assess your job search needs, establish a working relationship, and find support for your efforts.

Start Early: A successful job search, especially in education, takes a lot of time, possibly more than you realize. You are busy, so know that it requires planning and organizing all the pieces. Therefore, it is very important to start the job-hunting process early. That cannot be stressed enough.

Everything will take longer than you think—remember the project that was supposed to take a few hours and turned into days? It is like that. Start early and pace yourself so that you are not panicking, missing deadlines, or caught unprepared (i.e., missed opportunities!) at crucial times (application deadlines, job fairs, graduation). Successful job searches involve connecting early with your career center and utilizing their services, resources, and programming.

Having come this far in your education, you have most likely learned the importance of using your resources. The career center at your college or university is one resource you can't afford to underutilize, or worse, not use at all. Visit, call, and connect with its programming, resources, and services early and often. The staff members in your career center are there for you and want to work with you to make your job search experience less stressful and your results more successful. Remember the words of James Taylor and make the career center your new best friend.

Developing a Plan of Action for Your Job Search

Jody Gallagher, Assistant Director of Career Services
Edinboro University of Pennsylvania

As you near graduation, you will find that you are juggling many competing priorities, including student teaching or an internship, course work, graduation plans, moving arrangements, and job searching. In any job search effort, it is important to be organized and systematic. Developing a plan of action for your job search efforts can save you time and reduce anxiety, particularly if your final semester includes the added demand of student teaching. You can use the following steps to guide you in developing your job search action plan.

View the job search as a job itself. Would you plan to show up for your student teaching assignment or your part-time job at the local grocery store only when you felt like it? Let's hope not! The result would be disastrous. Neither should you treat your job search as something you will do only when you're "in the mood." You should view the job search process as a job itself—one that requires organization, dedication, time, and effort. Remember, minimal effort will probably only achieve minimal results. A systematic, sustained effort should produce those highly desirable job offers you have been working toward.

Begin early. Develop your action plan prior to the start of your final semester. You should also prepare the supporting materials necessary to carry out your action plan prior to the start of the final semester. You should draft a cover letter, finalize your résumé, and compile your portfolio. It is

highly recommended that you visit your career services center to obtain feedback on all of these documents. You know what they say about the "best laid plans . . ." Your well-developed action plan will not be effective unless you are using quality materials to carry it out!

The development of high-quality job search materials takes time. Ideally, you will have been building your résumé and compiling your portfolio prior to the start of your final semester. Once you have a draft of your résumé and a working version of your portfolio, schedule an appointment with your career center so that a professional can provide you with feedback on each of these items.

You should allow yourself plenty of time to make revisions. The job search itself takes a great deal of time, so having the job search tools (e.g., résumé, portfolio) prepared in advance will save you valuable time when you are ready to begin searching.

Identify resources. You can't begin applying for positions until you either know which school districts are anticipating openings or know the districts in which you would like to work, even if they don't have any current openings. Your career services center is a good source of information about education vacancies. The staff can provide you with relevant websites, personal contacts, job fair dates, position listings, and directories containing district contact information.

Career services staff can also meet with you to discuss various job search strategies. Incorporating multiple strategies

into your plan will maximize your results.

Establish a timeline. Incorporate a timeline into your plan of action. (See the sample timeline on page 2.) You need to be realistic in establishing the timeline. Of course you have other important responsibilities competing for your time; however, the job search is an ongoing effort of equal importance. It is not something that can be completed in one or two weeks' time, and certainly not a project that you want to leave until the end of the semester. You don't want to be visiting your career planning office after the semester saying, "I wish I would have . . ." or "If only I had started earlier. . . ."

If at all possible, you want as a goal to have a firm offer in place prior to or shortly after graduation and be in a position to say, "I am glad I started early."

Commit your plan to paper. You may think you will be able to remember everything you need to do or each recruiter you have talked to during the course of your job search, but the reality is that it is easy to lose track of specific information such as deadlines, contact names, and follow-up activities. Therefore, your best insurance against forgetting important information is to write everything down. Writing out your plan will also help to organize your search efforts. It will probably create a greater sense of commitment on your part. It will also give you a sense of accomplishment as you check off things that you have completed.



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Incorporate follow-up activities in your plan. Candidates often neglect to conduct appropriate follow-up activities such as placing telephone calls or sending thank you letters. Be specific when listing follow-up activities, and include information about exactly what follow-up task needs to be completed, the date it should be completed, and names of contact persons.

Design your plan. Your plan should not be one-dimensional. It should enable you to utilize a variety of job search strategies (e.g., targeted mailings, Internet searches, job fairs). It should

also account for every step of the job search process, from identifying resources to conducting follow-up activities. There is no exact formula, or right or wrong way, to establish a plan. You may find a format similar to the sample timeline that appears on this page helpful as you create your own plan.

Remember that it is your plan, so you will want to find a format that works for you. As an educator, you are aware of individual differences among your students. Similar concepts can be applied in developing your action plan—develop a plan that makes sense to you.

Some individuals may alphabetize districts, while others prefer to establish a color code. The point is that if you are not comfortable with your plan you will tend not to use it.

Finally, as with a lesson plan, you need to be able to diagnostically evaluate your job search plan. Once you have begun to use it, if you feel it needs to be modified, by all means do so. The purpose of the action plan is to help you remain on target with your job search efforts, and streamline the process so you do not feel overwhelmed and can optimize your success.

Sample Timeline

Prior to the Start of Second Semester (September - January)

- Learn about the services available in your career services office.
- Begin to review websites that contain educator vacancy postings.
- Begin to identify who you will ask to write your references.
- Begin to develop a list of school systems in which you are interested. Select those to which you will send cover letters and résumés.
- Finalize your cover letter and résumé (include student teaching placement locations).
- Compile as much of your portfolio as possible.
- Schedule an appointment with career services to obtain feedback on your letters, résumé, and portfolio.
- Gather information on education job fairs. Note the dates on your calendar.

February

- Begin targeted mailing to selected districts. (Goal: 10 - 25 districts per week.)
- Register with state résumé referral databases and other educator recruitment websites.

March

- Participate in career services' mock interviews before attending job fairs and individual interviews.
- Continue to mail applications to districts and to respond to on-line postings.
- Follow-up on your initial mailings.
- During spring break, add information to your portfolio from January and February.

April

- Attend job fairs. (In some areas, these may occur in earlier months.)
- Send thank you letters to job fair recruiters within two days of attending a fair.
- Make interview arrangements.
- Conduct other job fair follow-up within two weeks of the fair.

May (and June - August)

- Attend interviews.
- Evaluate offers and accept a position.

What You Can Expect as You Enter the Job Market and Meet Today's Recruiters

Thomas A. Kersten, Superintendent
Skokie School District #68, Illinois

The job market outlook for new graduates in education is generally a positive one. The latest period of economic woes and the subsequent tightening of school budgets have created layoffs and deferred staffing plans in some districts around the country. However, these factors have not completely offset the basic foundations that affect educator supply and demand, such as retirements of educators, increasing special services, and fewer new educators entering the market.

In previous decades, the supply of candidates far outstripped the available openings and made finding a teaching position a real challenge. Compared with 10 years ago, today's graduates can expect to enjoy a candidate-friendly market, particularly if they are willing to be geographically flexible as they seek positions.

Educator job-market information (national, regional, and by discipline) is presented on pages 11-14 of this handbook. The supply and demand data are preliminary results from the 2003 AAEE research. The same charts with final data will be available at < www.aaee.org > during and after September 2003. These statistics will help graduates evaluate their own personal job-market expectations.

The reality is that today's college graduates are finding an accessible marketplace. The days of 300 candidates for a single position are gone. School administrators often find themselves competing vigorously against each other for a select pool of highly qualified candidates. In fact, it is not

unusual to hear about school districts without certified candidates for positions in specialized areas such as special education, speech pathology, or industrial arts education.

Even in teaching areas with adequate numbers of candidates, administrators often report a severe shortage of highly qualified individuals. In some states, such as Texas, where the shortage of teachers is acute, it is not uncommon to interview at a job fair and be offered a contract, sometimes including a signing bonus, on the spot. These trends were clearly reflected in AAEE's *Educator Supply and Demand in the United States*, which documents the growing need for teachers throughout the United States.

An Accelerated Process

What does all this mean for you as you enter today's education job market? Recognize that if you understand how to maximize your job search prospects and enter the market early, you will find eager and accommodating employers. Because of the competitiveness of the employment market, many recruiters have begun to accelerate their search processes.

Public school administrators who for many years often waited until the conclusion of the school year to begin screening and interviewing candidates, when the day-to-day pressures of school life were reduced, are advancing their hiring timelines to ensure they have the first crack at the top candidates. Those recruiters who wait for the summer hiring season, particularly in high shortage areas such as special

education, mathematics, and science, are finding that both the number and quality of candidates are often lower than desired.

For graduates, this means that they need to be prepared to enter the job market early, particularly since many of the high-performing districts are more likely to begin their recruiting processes earlier than in past years.

Since hiring timelines are moving up, another solid strategy is to plan to complete your student teaching or internship in the autumn rather than spring, if it is possible at your university. Recruiters are certainly interested in what you believe and what you have learned throughout your college years, but more importantly, they want to know what you have actually *accomplished*. To enhance your attractiveness and help you land the position, attempt to complete your student teaching or internship as early as possible in the school year so you can speak from your classroom experience and provide on-the-job letters of reference.

An Increasingly Online Process

Another important strategy is to make sure that you have done your homework so that you can maximize your access to the job market. Even if there are large numbers of openings, you will have minimal success finding a position, even in a candidate-friendly market, if you are not prepared to identify the actual openings.

Be aware that recruiters are beginning to rely more heavily on Internet websites to post



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positions. Excellent Internet sources include county, state, and national organization websites, as well as local school district home pages. Virtual (web-based) job fairs are quickly becoming excellent sources of applicants for employers. Good examples include HireEd.Net < www.hireed.net >, sponsored by the Association for Supervision and Curriculum Development (ASCD), Cook County (Illinois) Regional Office of Education < www.cook.k12.il.us >, and the National Council of Teachers of Mathematics < www.nctm.org/classifieds >.

You also will find that more and more school districts are using online application processes rather than the traditional paper-dominated systems. These online processes provide well-organized, efficient methods of tracking and filing candidates and are easily accessed by hiring administrators from any computer.

Candidates who login to such systems can expect to provide traditional employment data and complete a series of questions related to the position for which they are applying. A typical question is: Describe the skills or attributes you feel are necessary to be a successful teacher. Since recruiters may only initially view the generic information via the online application and not a personal résumé, they will typically rely

on responses to questions as a way to gauge candidate potential as well as judge written communication skills.

Seeking “Good People”

Recruiters also seek what I call “good people.” These are candidates who are bright, professional, motivated, and collaborative, as well as comfortable with themselves as people. Often the first “cut point” in any selection process is whether the recruiters believe that the candidate has the *personal* skills for which the school district is looking.

Candidates, who are able to present themselves as upbeat and motivated and who show a genuine interest and enthusiasm for children and teaching will have much greater success in moving further along in the interview process.

Employers are also tending to expand the steps in the selection process to include a demonstration teaching component. Be prepared not only to interview but also to teach a lesson in front of a small group of administrators and possibly teachers. You should be aware that hiring administrators are primarily interested in how you relate with students and how your personality brings life into the classroom setting. Recruiters often use this step as the final deciding factor in the selection process.

Finally, if a recruiter

interviews you, either at a job fair or in the district, consider the following suggestions to make you stand out from the candidate pool.

- ◆ Be prepared to answer some basic questions in a succinct manner. You are sure to be asked to summarize your background, explain why you are interested in the particular position and/or describe what special skills or talents you would bring to the position.
- ◆ Consider practice interviewing with a colleague prior to the real thing.
- ◆ Be well-dressed; look professional.
- ◆ Have adequate copies of your résumé, including telephone numbers and a current e-mail address ready to distribute.
- ◆ Make sure you have thoroughly proofread all your documents.
- ◆ Have informal credential packets with you to hand to recruiters.

Yes, the educational job market is a positive one. If you’ve done your homework and prepared yourself well for each step in the process, you will maximize your chances of landing a position—not only a job, but also a position that’s exactly right for you.

Many Are Qualified. Who Is Chosen?

William T. Nace, Supervisor, Special Programs
Rancocas Valley Regional High School, New Jersey

The overwhelming majority of teaching candidates whom I have interviewed are well prepared for their chosen careers. They have been required to take more courses in reading, child development, special needs children, learning styles of children, and multiple intelligences than any generation of teachers before.

The new candidates have had more field experiences than their predecessors. Most have been in two or three schools before graduation, observing, assisting, tutoring, and working as student teachers or interns. Most have had experiences in different settings (elementary, middle school, and high school).

Well-trained candidates have had the opportunities to attend department and faculty meetings, participate in staff training days, assist with extracurricular activities, sit in on parent conferences, and accompany students on field trips. Most of the candidates are bright, knowledgeable about their subject areas and pedagogy, idealistic, and eager to begin their life's work.

So, why do some candidates stand out from others? Why do some candidates get three, four, and five job offers while some struggle for one? What do school districts expect of teacher candidates?

New Image of the Effective Teacher

With the advent of the constructivist approach, block scheduling, and technology in the classroom, a new image of the effective teacher has emerged. The need for student assistance teams, ongoing professional development

programs, mentoring programs for new teachers, and extended school days and years have all contributed to increased expectations of teachers. School districts are paying teachers significantly more to attract the best candidates and keep them.

After talking to many school district representatives and having a good understanding of what my own district wants, key characteristics composing the profile of a successful 21st century teaching candidate become clear.

Successful candidates:

Know why they want to be teachers. Successful candidates are able to express specifically why they have the desire to teach children. Teaching is a special calling that requires service, dedication, a commitment to work without a time clock, and a love of children—all children.

Know their educational philosophies and utilize research on how children learn. They are able to describe their classroom dynamic. How do they structure classrooms? How do they begin class every day? What activities do they employ to engage their students? How do they handle classroom management? How do they end their lessons? How do they assess student progress? Do they use tests and homework as punitive measures? How do they conduct themselves with parents? Do they include parents in their children's educational process?

Effective schools want student-centered classrooms where children are actively involved in the learning process,

where they interact with each other, where they have opportunities to express themselves using their strengths, where they have opportunities to be creative, where they understand that making mistakes is part of the learning process.

Know themselves and make commitments to ongoing personal and professional development. Successful candidates know their strengths and their limitations. They know what they do well and what they still need to develop. They are open to suggestions on classroom management, techniques for questioning and discussion in the classroom, and construction of evaluation instruments. They are interested in growing, learning, and becoming exceptional educators.

Beginning teachers become master teachers when they learn to analyze their classroom behavior without the assistance of an observer. Until that time, they welcome observers into their classrooms, both peers and evaluators, to provide positive and constructive feedback.

Know how to make connections with students. Good teachers know that if they don't connect with students, learning won't take place. Learning requires risk-taking. For learners to take risks, there must be motivation, meaning, mutual trust, and respect. If these conditions are not present, there cannot be a positive learning experience.

Good teachers love children, believe that all children can learn, and will do anything to make learning possible. The effective teacher knows that good rapport with students

increases the probability that learning will occur.

Know that presence is critical. Successful candidates know how to present themselves in an interview, as well as to a classroom full of students. In an interview setting, a strong candidate considers physical appearance, preparedness, communication skills, and energy level.

A person may be brilliant, intensely caring, and devoted, but if that person isn't an effective communicator, her/his chances of being offered a position are seriously lessened. If a person exhibits a high level of energy, without being overwhelming, it is a good indication that the person is very interested in a position in that school district. It is also an indication as to how that person will present herself/himself to students.

In a classroom, the same elements of presence are important. The teacher must appear professional, be prepared, communicate effectively and appropriately, and have a high energy level. The effective teacher is a positive role model. If we don't practice what we teach, then we are teaching something entirely different.

Can you now set yourself apart from other candidates? Incorporating these images of a strong teaching candidate and the type of educator sought by effective school systems will help you distinguish your education and experience from others. The demands placed upon teachers by today's educational system are greater than before, but the rewards can be much greater also.

Wanted: Educators Seeking to Relocate

Robert W. Maxson, Program Manager
TeachGeorgia.org



**“MANY STATES
NEED NEW AND
EXPERIENCED
TEACHERS WHO ARE
WILLING TO RELOCATE
FROM OTHER STATES.”**

Demand and supply are critical factors in any industry, including education. Teacher supply and demand tend to follow very closely the rise and fall of the economy. Schools compete fiercely for teachers when the economy is booming. When it is bearish, teacher candidates compete with one another. The education business can become even more “demanding” when schools can hire everyone in their home state who graduates with a teaching degree and who seeks employment, and still not hire as many educators as are needed for the next school year. Many states need new and experienced teachers who are willing to relocate from other states.

Georgia is one of many states that has grown increasingly dependent on out-of-state teachers. For the 2001-2002 school year, nearly 33 percent of Georgia’s 13,084 *new* teachers came from other states. Georgia is not alone. Tennessee hires approximately 1,000 teachers from outside its borders each year. In South Carolina, nearly one of every four new teacher education graduates hired for the 2002-2003 school year was from out-of-state.

A Competitive Market

Many states are rethinking their certification processes in an effort to compete. Such unyielding bureaucratic practices as restrictive, state-specific certification systems serve as roadblocks to out-of-state teacher candidates. The Georgia legislature recently enacted a law aimed at “facilitating the interstate mobility of out-of-state certified educators” into the state.

Competition for teachers is also the force driving states and schools to make the employment process easier and less stressful for applicants. There is a limit on the number of times a person can list the same information on similar, yet varying, employment application forms. States that are successful in attracting new teachers are ones that are streamlining the employment process. One such effort is the online application site administered by the Georgia Professional Standards Commission (GAPSC) for Georgia’s public schools. < TeachGeorgia.org > is fast becoming the superhighway for teachers applying for positions. More than 35 percent of online applications submitted in 2001-2002 through Teach Georgia were from out-of-state teachers.

Similarly, Oregon has developed a unified online system to facilitate candidate applications. Candidates today complete one electronic application that is valid for all districts in the state. The Oregon School Personnel Association created the Teach Oregon Application System for all districts in Oregon, and candidates who are considering becoming educators in Oregon should check out < www.teachoregon.com > . The website also links to other Oregon sites for licensure, and for information about Web-based resources for teaching and learning.

Effective and Convenient Processes

Costs are forcing the employment process to become more effective and convenient. Some school districts travel the nation

in search of teachers. For instance, Nevada’s Clark County School District (Las Vegas), travels to 40+ states annually to attend job fairs and college events. However, many school districts rely more heavily on the applicant’s ability to find them. Traveling to find “needles in haystacks” is expensive. School systems realize that what they need are “magnets” to pull the needles out of the haystack. Some use online systems as the magnet to identify and make initial contact with prospective teachers.

Some school districts collaborate to attract teachers to their areas. Instead of each district recruiting out-of-state, a Georgia collaboration of schools (Metro Atlanta Teacher Recruitment Consortium or MATReC) shares the expense of a teacher recruiter at 26 recruitment events across the country.

Georgia is also making it convenient for teachers to come to the state in-person. The Georgia Teacher Recruitment Collaborative (GTRC) is a partnership of districts, colleges, and TeachGeorgia to facilitate the hiring of out-of-state teachers by creating regional job fairs across the state. Over the past three years, the collaborative has conducted 27 education job fairs across Georgia.

Competition, convenience, and costs are factors every state must address in staffing their schools with highly qualified teachers, as each state works toward the national goal of leaving no child behind. The efforts of many states to attract and retain good teachers is benefiting the employment process for out-of-state teachers.

Today's Job Market: Educator Supply and Demand in the U.S.

Economic conditions and international events of the past year have left their marks on U.S. education in a number of ways., including a renewed interest in the helping professions which may bode well for school systems around the country.

On the other hand, recent economic downturns have damaged state budgets and, in turn, public school district budgets. The result has been staff layoffs in some areas of the U.S. and some curtailment of staffing that school systems would have preferred to maintain or build.

However, the overall "big picture" factors influencing educator supply and demand (retirements, K-12 enrollments, etc.) continue to exist.

Understanding the Data

The Tables on pages 12 and 13 summarize preliminary data regarding the demand for educators by field and region (using the regions outlined in the map on this page), as well as national data for these fields.

Important Editor's Note: These are preliminary data gathered from 300 colleges and universities in 2003. Final charts with data from 500+ colleges will be available at < www.aee.org > in September 2003. Because it is likely that the numbers for regions and disciplines will fluctuate with additional data, please check for updated information.

Table 1 identifies each education field with numbers ranging from "1" to "5," with "5" representing a considerable shortage of educators, "1" representing a considerable oversupply of educators, and

"3" representing a balanced job market (enough educators per position and vice versa).

As you follow your field(s) horizontally across the chart, you will see the regional variations and the national figure. You can compare your field and its market from region to region, which could become a decision point in your job search.

If your field has numbers at or above 3.00, you will likely have an enjoyable job search and you will be able to select the types of positions, school systems, and locations you prefer to target.

On the other hand, if your field falls below a 3.00, you will need to develop a more aggressive job search: expand your geographic flexibility, contact a larger number of school systems, attend more job fairs, use Internet sites, or any of the job hunting tips found in this *Handbook*.

Table 2 reports the national composites in rank order, beginning with fields in the shortage brackets and continuing in descending order. For the ninth consecutive year, no fields are listed in the "considerable surplus" section. This year, seven fields fall in the "some surplus" category.

The data reflect the strong need for special educators and teachers in science, math, and foreign languages, and the fact that fields formerly considered areas of oversupply have become balanced or shortage fields.

Salary Data

Table 3 presents salary information provided by the American Federation of

Teachers, and is reprinted from their Survey and Analysis of Salary Trends 2003. You will see both the average beginning salary for each state and the average salary (all teachers, all levels of experience) within that state. As you look at these numbers, please remember that they are "averages." Many school systems in each state will have starting salaries much higher than the average, and other school systems will be lower. Urban and suburban areas will often have higher salaries than their rural counterparts, but will also have higher costs of living.

Table 4 provides information on more than 40 of these urban areas. You will see that some of these are much higher than their state's average starting salary. In a few cases, however, the state's average is higher than the city (i.e., Tulsa and Oklahoma). Some school systems are providing signing bonuses or additional stipends to educators in fields with shortages.

Develop Strategies with Data

By now, you know the job market statistics for your field and your region. Please remember to check the AAEE website for updated information. You also now have salary data for the states in which you are seeking positions. You can now predict the relative ease or difficulty you will have in landing your ideal position.

More About Supply and Demand Research

The AAEE Supply and Demand Research Committee surveyed colleges of education to generate the statistics presented here. Surveys were sent to every teacher education college in the U.S., asking the career center and/or education deans to respond to market questions about each education field and factors impacting supply and demand. The Ohio State University provided technical assistance. The statistics reported here are preliminary and will be updated in September 2003.

AAEE Supply/Demand Regions Defined



1=Northwest; 2=West; 3=Rocky Mountain; 4=Great Plains/Midwest; 5=South Central; 6=Southeast; 7=Great Lakes; 8=Middle Atlantic; 9=Northeast; 10=Alaska; 11=Hawaii

Table 1: Teacher Supply and Demand by Field and Region

Region codes: 1 - Northwest, 2 - West, 3 - Rocky Mountain, 4 - Great Plains/Midwest, 5 - South Central, 6 - Southeast, 7 - Great Lakes, 8 - Middle Atlantic, 9 - Northeast, 10 - Alaska and 11 - Hawaii.
 Demand codes: 5.00 - 4.21 = Considerable shortage; 4.20 - 3.41 = Some Shortage; 3.40 - 2.61 = Balanced; 2.60 - 1.81 = Some Surplus; 1.80 - 1.00 = Considerable Surplus

Field	Region											National 2003
	1	2	3	4	5	6	7	8	9	10	11	
Agriculture	—	3.60	4.00	3.45	3.38	3.43	3.75	3.50	—	—	—	3.50
Art/Visual Education	2.29	2.18	2.67	2.88	2.79	2.75	2.61	2.53	2.91	—	—	2.68
Bilingual Education	4.17	3.93	4.67	4.00	4.38	4.20	3.88	4.00	4.67	—	—	4.12
Business Education	2.50	2.63	2.80	3.11	2.86	3.00	2.56	2.88	3.00	—	3.00	2.87
Computer Science Education	3.00	3.67	3.00	3.39	3.33	3.71	3.41	3.29	4.00	—	—	3.41
Dance Education	1.50	2.33	1.00	2.33	3.40	2.60	2.40	2.67	2.00	—	—	2.50
Driver Education/Traffic Safety	3.00	3.00	—	3.80	2.00	2.20	2.25	3.00	—	—	—	2.61
Elementary Education												
Pre-K	2.17	2.89	3.20	2.30	3.26	2.93	2.14	2.39	2.82	—	4.00	2.57
Kindergarten	2.11	2.65	3.00	2.29	3.27	3.00	2.13	2.34	2.60	—	4.00	2.51
Primary	2.20	2.65	3.38	2.19	3.00	2.95	1.97	2.36	2.29	—	4.00	2.43
Intermediate	2.33	2.63	3.67	2.35	3.14	3.10	2.32	2.58	2.54	—	4.00	2.63
Middle	2.38	2.82	4.20	2.88	3.48	3.47	2.74	3.03	2.58	—	4.00	3.00
English/Language Arts	2.44	2.71	3.38	3.12	3.22	2.97	2.68	2.68	2.57	—	3.50	2.87
English as a Second Lang. (ESL)	4.00	3.55	4.50	4.00	3.94	3.79	3.29	4.15	3.60	—	—	3.80
Health Education	2.29	2.50	3.50	2.63	2.69	2.50	2.27	2.11	3.00	—	—	2.51
Home Economics/Consumer Sci.	3.00	2.67	4.00	3.47	3.20	3.00	3.00	4.00	2.00	—	—	3.17
Journalism Education	2.00	2.67	3.00	3.00	2.89	2.33	2.57	3.00	—	—	—	2.79
Languages												
Classics	3.00	3.00	3.00	3.40	2.67	3.00	2.83	3.60	3.00	—	—	3.11
French	2.71	2.80	3.67	3.28	3.20	3.46	3.12	3.00	2.75	3.00	—	3.14
German	2.57	2.88	2.33	3.12	3.00	3.57	3.10	3.24	2.33	3.00	—	3.11
Japanese	2.25	3.00	3.00	3.00	3.33	3.80	3.50	4.00	2.00	3.00	—	3.23
Spanish	3.38	3.33	4.50	3.85	4.22	4.09	3.77	3.94	3.56	3.00	—	3.86
Mathematics Education	3.78	4.00	4.43	3.98	4.28	4.30	4.15	4.26	4.71	5.00	5.00	4.19
Music Education												
Instrumental	3.00	3.10	3.67	3.63	3.04	2.90	3.04	2.93	2.83	—	—	3.15
Vocal	2.67	3.00	3.67	3.64	2.87	2.94	3.10	2.86	2.83	—	—	3.14
General	2.71	2.83	4.00	3.46	2.76	2.86	2.96	2.78	2.86	3.00	—	3.00
Physical Education	2.43	2.15	2.00	2.37	2.52	2.33	2.17	2.10	2.71	—	3.00	2.32
Reading	3.00	3.08	3.00	3.32	3.26	3.27	3.00	3.26	3.10	3.00	4.00	3.18
Science Education												
Biology	3.00	4.22	3.20	3.60	3.86	4.00	3.66	3.77	4.06	—	4.50	3.78
Chemistry	4.00	4.31	3.20	3.94	4.16	4.16	4.04	4.07	4.40	—	5.00	4.07
Earth/Physical	3.50	3.79	3.40	3.62	3.74	3.84	3.71	3.78	4.29	—	—	3.73
Physics	4.00	4.24	3.20	4.18	4.29	4.27	4.23	4.27	4.57	—	—	4.22
General	3.38	4.08	3.88	3.49	3.73	3.96	3.60	3.55	4.00	5.00	4.00	3.69
Social Studies Education	2.00	2.18	2.83	2.54	2.53	2.66	2.15	2.09	2.77	3.00	3.00	2.37
Special Education												
Multicategorical	4.17	4.83	5.00	3.96	3.90	4.53	4.08	4.42	4.88	—	—	4.30
Emotional/Behavioral Disorders	4.00	3.71	4.00	3.86	3.58	4.32	4.28	4.17	5.00	—	—	4.07
Hearing Impaired	4.33	4.57	3.00	3.92	3.40	4.60	3.00	3.50	5.00	—	—	3.95
Learning Disability	4.00	3.75	3.50	3.81	3.67	4.29	3.89	4.08	5.00	—	—	4.01
Mental Retardation	4.00	4.29	3.50	3.93	3.56	4.65	3.75	3.83	5.00	—	—	4.08
Visually Impaired	4.00	5.00	4.00	3.86	3.83	4.43	3.17	3.00	5.00	—	—	3.97
Mild/Moderate Disabilities	4.00	3.93	4.00	4.05	4.07	4.52	3.83	4.14	4.50	5.00	5.00	4.12
Severe/Profound Disabilities	4.00	4.00	4.00	3.88	3.89	4.56	4.25	4.67	4.75	—	—	4.23
Early Childhood Special Ed.	3.67	4.00	4.00	3.64	3.83	4.19	3.53	3.90	4.40	3.00	—	3.84
Dual Certificate (Gen./Spec.)	3.50	3.75	3.50	3.75	4.00	4.23	3.58	3.96	4.56	5.00	5.00	3.96
Speech Education	2.67	3.80	3.00	3.11	3.50	3.45	2.80	3.13	—	—	—	3.20
Technology Education	3.33	3.33	3.50	3.65	3.50	3.40	3.67	4.11	3.75	—	—	3.61
Theatre/Drama Education	2.17	2.86	2.67	2.79	2.82	2.81	2.31	2.71	2.33	—	—	2.68

Field	1	2	3	4	5	6	7	8	9	10	11	National
Administration												
Principal												
Elementary	3.17	3.14	3.25	3.32	3.35	3.38	3.50	3.41	3.67	2.00	4.00	3.37
Middle School	3.33	3.00	3.25	3.33	3.35	3.46	3.62	3.33	3.50	—	—	3.38
High School	3.50	3.08	3.00	3.48	3.26	3.33	3.65	3.41	3.63	2.00	4.00	3.40
Human Resources Director	—	3.25	3.00	3.00	3.33	2.78	3.17	3.00	3.50	—	—	3.05
Business Manager	3.00	3.00	3.00	3.20	3.33	3.25	3.00	3.00	3.00	—	—	3.09
Superintendent	4.00	3.00	3.00	3.62	3.43	3.30	3.72	3.63	4.17	2.00	—	3.55
Curriculum Director	3.00	3.17	3.00	3.08	3.13	3.18	3.00	3.36	2.00	—	—	3.10
Additional Services												
Audiologist	3.00	4.40	3.00	4.08	3.25	3.20	3.25	3.67	—	—	—	3.71
Counselor	3.14	3.33	3.75	3.68	3.75	3.24	3.38	3.00	3.30	3.00	4.50	3.39
Gifted/Talented Education	2.67	3.25	3.00	3.20	3.00	3.09	3.00	3.33	—	—	—	3.08
Library Science/Media Tech.	3.00	3.00	3.50	3.55	3.00	3.00	3.50	3.64	—	—	—	3.31
Occupational Therapist	3.00	3.50	3.50	3.33	2.75	2.83	3.71	3.38	4.00	—	—	3.30
Physical Therapist	3.00	3.50	4.00	3.22	3.17	3.13	3.13	3.38	3.50	—	—	3.26
School Nurse	—	3.67	4.00	3.46	3.33	3.63	3.43	3.80	3.25	—	—	3.55
School Psychologist	3.67	3.44	3.50	3.87	3.25	3.17	3.38	3.64	3.75	—	—	3.51
School Social Worker	—	3.33	3.33	3.07	3.00	3.08	3.50	3.60	3.75	—	—	3.25
Speech Pathologist	4.00	4.71	4.00	3.80	3.36	3.44	3.42	3.76	—	—	—	3.71
COMPOSITE	2.93	3.28	3.59	3.23	3.33	3.46	3.10	3.22	3.40	3.31	4.14	3.26
Number of Participants	10	20	8	55	25	44	63	52	19	1	2	299*

* Questionnaires returned without indication of region computed in the national averages only. Total of regional participants does not equal national total.

Table 2: Relative Demand by Field

Fields with Considerable Shortage (5.00 - 4.21)			
Multicategorical	4.30	Occupational Therapist	3.30
Severe/Profound Disabilities	4.23	Physical Therapist	3.26
Physics	4.22	School Social Worker	3.25
Fields with Some Shortage (4.20 - 3.41)			
Mathematics Education	4.19	Languages – Japanese	3.23
Bilingual Education	4.12	Speech Education	3.20
Mild/Moderate Disabilities	4.12	Reading	3.18
Mental Retardation	4.08	Home Economics/Consumer Science	3.17
Chemistry	4.07	Music – Instrumental	3.15
Emotional/Behavior Disorders	4.07	Languages – French	3.14
Learning Disability	4.01	Music – Vocal	3.14
Visually Impaired	3.97	Languages – German	3.11
Dual Certificate (Gen./Spec.)	3.96	Languages – Classics	3.11
Hearing Impaired	3.95	Curriculum Director	3.10
Languages – Spanish	3.86	Business Manager	3.09
Early Childhood Special Education	3.84	Gifted/Talented Education	3.08
English as a Second Language	3.80	Human Resources Director	3.05
Biology	3.78	Music – General	3.00
Earth/Physical	3.73	Elementary – Middle	3.00
Speech Pathologist	3.71	English/Language Arts	2.87
Audiologist	3.71	Business Education	2.87
General Science	3.69	Journalism Education	2.79
Technology Education	3.61	Art/Visual Education	2.68
Superintendent	3.55	Theatre/Drama	2.68
School Nurse	3.55	Elementary – Intermediate	2.63
School Psychologist	3.51	Driver Education/Traffic Safety	2.61
Agriculture	3.50	Fields with Some Surplus (2.60 - 1.81)	
Computer Science Education	3.41	Elementary – Pre-Kindergarten	2.57
Fields with Balanced Supply and Demand (3.40 - 2.61)			
High School Principal	3.40	Elementary – Kindergarten	2.51
Counselor	3.39	Health Education	2.51
Middle School Principal	3.38	Dance Education	2.50
Elementary Principal	3.37	Elementary – Primary	2.43
Library Science/Media Technology	3.31	Social Studies Education	2.37
		Physical Education	2.32
		Fields with Considerable Surplus (1.80 - 1.00)	
		None	

From preliminary data supplied by survey respondents. In some instances, the averages are based upon limited input and total reliability is not assured.

Table 3: Teachers' Beginning and Average Salaries by State

State	Beginning Salary 2001-2002	Average Salary 2001-2002	State	Beginning Salary 2001-2002	Average Salary 2001-2002
Alabama	\$ 29,938	\$ 37,206	Nevada	28,734 b	44,621 b
Alaska	36,294	49,028	New Hampshire	25,611	39,915
Arizona	27,648 a	38,510 a	New Jersey	35,311 a	50,115 a, d
Arkansas	27,565 a	36,026 c	New Mexico	27,579	36,716
California	34,180	54,348	New York	34,577 a	51,020 d
Colorado	28,001 a	40,659	North Carolina	29,359 a, c	42,118 a, c
Connecticut	34,551	52,376	North Dakota	20,988	32,468
Delaware	32,868	49,011	Ohio	29,953 a	44,266
District of Columbia	31,982	51,000	Oklahoma	27,547 f	32,870 f
Florida	30,096 a	39,275	Oregon	31,026 b	46,033 b
Georgia	32,283 a	43,933	Pennsylvania	31,866	50,599
Hawaii	31,340	44,306 a	Rhode Island	30,272 a	51,619 a
Idaho	25,316	39,194	South Carolina	27,268	39,923
Illinois	31,761 e	49,679 e	South Dakota	23,938	31,383
Indiana	28,440	44,609 a	Tennessee	28,857	38,515
Iowa	27,553	38,230 c	Texas	30,938	39,230
Kansas	26,596 a	37,059 b	Utah	26,806 a	38,153
Kentucky	26,813	37,951	Vermont	25,229	39,771
Louisiana	28,229 c	36,328 c	Virginia	31,238 a	41,752
Maine	24,054	37,300	Washington	28,348	43,470
Maryland	31,828 c	48,251 c	West Virginia	25,633	36,775
Massachusetts	32,746 a	48,732 a	Wisconsin	27,397 c	41,056 c
Michigan	32,649 a	52,497 a	Wyoming	26,773	37,853
Minnesota	29,998	42,175			
Mississippi	24,567	33,295	50 states and District of Columbia	\$30,719	\$44,367
Missouri	27,554	36,053			
Montana	22,344	34,379			
Nebraska	26,010	36,236			

a=AFT estimate; b=includes employer pick-up of pension contribution where applicable; c=includes extra-duty pay; d=median; e=includes pension and extra-duty pay where applicable; f=estimated to exclude fringe benefits; g=2000-2001 figures.
Source: American Federation of Teachers. 2003 Report. <www.aft.org>

Table 4: Teachers' Minimum and Maximum Salaries Ranked by City Size

City	BA Minimum Salary 2001-2002	Maximum Salary 2001-2002	City	BA Minimum Salary 2001-2002	Maximum Salary 2001-2002
New York City, NY	\$ 31,910	\$ 70,000 c,d	Cleveland, OH	31,081	61,260
Los Angeles, CA	34,853	63,801	New Orleans, LA	28,249	45,875
Chicago, IL	36,231 a	64,464 a	Denver, CO	31,320	61,668
Houston, TX	34,588	58,578	Austin, TX	32,000	50,820
Philadelphia, PA	32,794	65,585	Fort Worth, TX	36,250	59,541
San Diego, CA	33,904	65,469	Oklahoma City, OK	26,700	40,900
Detroit, MI	34,211	65,635	Portland, OR	30,712	61,431
Dallas, TX	34,100	57,821 e	Kansas City, MO	28,430	54,155
Phoenix, AZ	28,455	na	Long Beach, CA	37,387	73,778
San Antonio, TX	34,000	55,699	Tucson, AZ	27,000	50,094
San Jose, CA	36,735	65,062	St. Louis, MO	30,000	56,342 e
Indianapolis, IN	30,374	60,891	Charlotte, NC	28,533	60,687
Baltimore, MD	33,308	65,270	Atlanta, GA	35,090	69,250
San Francisco, CA	39,520	58,387 a	Virginia Beach, VA	30,835	56,554
Jacksonville, FL	28,155	54,647	Albuquerque, NM	28,332	49,728
Columbus, OH	33,739	65,161	Oakland, CA	38,646	66,497
Milwaukee, WI	27,948	59,638	Pittsburgh, PA	34,800	69,000
Memphis, TN	33,306	57,707	Sacramento, CA	35,379	67,210
Washington, DC	31,982	62,715	Minneapolis, MN	28,942	63,186
Boston, MA	37,437	69,821	Tulsa, OK	26,000	45,300
Seattle, WA	27,467	56,340	Honolulu, HI	31,340	62,413
El Paso, TX	30,000	53,217	Cincinnati, OH	31,337	61,415
Nashville, TN	27,734	57,687	Miami, FL	32,425	64,755

a=AFT estimate; b=MA+42 credits; c=non-continuous increments; d=includes 7% pension pick-up; e=steps do not match years of experience for current teachers. (City rank=2000 Census) Source: American Federation of Teachers. 2003 Report. <www.aft.org>

Use the Internet and E-Mail in Your Job Search

Jennifer Self, Education Career Specialist; Deborah Kettler, Director of Career Services
University of Missouri-St. Louis

There's so much you need to know as you begin your job search! You can speed up your search by using the Internet for quick and easy access to a wealth of information.

Many school districts and other education organizations now communicate electronically and have increased the online resources they provide to jobseekers. You need to know what resources are available and how to use them to your advantage. The websites provided here are not meant to be a comprehensive list, but rather meant to get you started!

Education Information on the Net

The Internet is a great place to research the districts or organizations in which you are interested, as well as find information about other factors such as salary and certification information. Use the following links as a guide to your research. (Internet addresses can change overnight! The ones listed here were current as of August 2003.)

School Websites: Visit school district home pages to learn about employment procedures and job vacancies; complete online applications; research school programs, personnel and contact information (including e-mail links); and locate upcoming events, e.g., job fairs.

For public schools, visit the National Center for Education Statistics: < <http://nces.ed.gov/ccd> > .

For independent schools, check out the National Association of Independent Schools: < www.nais.org > .

For international schools, try these sources:

Web 66: < <http://web66.coled.umn.edu/schools.html> > .

The International Educator: < www.tieonline.com > .

U.S. Department of Defense Dependent schools: < www.odedodea.edu > .

Peace Corps: < www.peacecorps.gov/home.html > .

University of Northern Iowa: < www.uni.edu/placement/overseas > .

Career Services: Visit your college or university's website, or one in your preferred location, to learn of available assistance, job openings, events, and résumé and interview help.

For a directory of career services offices nationwide visit: < http://www.jobweb.com/Career_Development/homepage.htm > .

State Education Agencies: State Department of Education websites contain directories, certification information, job postings, and state school statistics and programs. Visit the Education Resource Organizations Directory (EROD): < http://bc0102.ed.gov/Programs/EROD/org_list.dfm?Category_ID=SEA > .

U.S. Department of Education: For the latest news in education, including research and statistics, educational resources, training and degree programs, professional development, and even lesson plan ideas, visit: < www.ed.gov/index.jsp > .

Job Postings: The Internet is one of the best ways to find job openings. Vacancies can be

found on employer websites, state education sites, career services sites, and many more. For nationwide teaching job opportunities in your area visit:

American Association for Employment in Education (AAEE): < www.aaee.org > .

• Project Connect (username: teacher; password: aswan).

Teachers-Teachers.com: < www.teachers-teachers.com > .

SchoolSpring.com: < www.schoolspring.com > .

NationJob.com: < www.nationjob.com/education > .

Certification Requirements: Learn about state certification procedures and requirements on state education websites.

< www.aaee.org > (Click on Resources for Education Candidates.)

Test Information: For test requirements by state and the Praxis, visit the Educational Testing Service (ETS): < www.ets.org/praxis/index.html > .

Education Articles: Boost your interview performance by keeping yourself up-to-date on the latest trends in education by reading articles posted on AskERIC: < <http://ericir.syr.edu> > .

Supply & Demand: Learn about supply and demand conditions throughout the country. Visit: < www.aaee.org > for the AAEE supply and demand research information.

Salary Information: Find out the latest information on salaries throughout the country at the American Federation of



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NIENCES SAVE TIME,
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ERS AND JOB SEEKERS
TOGETHER MORE
QUICKLY.”**



Teachers (AFT) website:
< [www.aft.org/reports/
index.html](http://www.aft.org/reports/index.html) > .

Professional Associations and Organizations. Check out education associations for upcoming conferences and professional development opportunities and to read career-related articles. Visit the U.S. Department of Education:
< [www.ed.gov/about/
associations.jsp](http://www.ed.gov/about/associations.jsp) > .

Communicating with Employers

Not all employers are alike, especially when it comes to how they communicate with job seekers. While some employers are very e-mail friendly, others prefer phone calls or letters. Find out which mode of contact the employer prefers.

When using e-mail, make sure to use an e-mail address that sounds professional. To make a favorable impression on employers, avoid using slang or inappropriate e-mail addresses.

Also, be sure to follow all grammar, punctuation, and etiquette rules pertaining to traditional written communications in your e-mail correspondence. Here are some general guidelines:

- * Use spellcheck and proofread for grammatical errors.
- * Be polite, concise, and professional.
- * Include your full name and contact information, including phone number.
- * Use a standard business letter format, just as you would with a paper letter.
- * Avoid using caps, bold, or italics.
- * Don't send your e-mail immediately. It's best to save your e-mail for awhile, then re-read and edit carefully before sending.

Organize your communications. Keep a log that tracks when you send items electroni-

cally, complete online applications, and/or correspond with employers. This will be a handy reference when you want to follow-up or contact a particular person.

Online Applications, Résumés, and Applicant Databases

More and more school districts are offering online versions of their paper applications. Additionally, many employers are using regional applicant databases to search for qualified teaching applicants. Online applications and applicant databases offer many advantages to both job seekers and employers.

These online conveniences save time, reduce paperwork, and bring employers and job seekers together more quickly. With a regional applicant database, you complete one online application that can be accessed by many districts.

Take your time, check for accuracy, follow grammatical rules, and answer all questions completely and thoughtfully when completing online applications. It helps to print the application first and write your

answers before completing the application online. Remember to keep your online application current and update your information when necessary. Be sure to delete your application when you have accepted a position!

In today's job market you may need several versions of your résumé: the traditional paper version, a scannable version to send via fax, and an e-mail or Internet-friendly version. For step-by-step instructions on creating an ASCII/Plain résumé and cover letter, visit Monster.com:
< [http://résumé.monster.com/
dosanddents/email](http://résumé.monster.com/dosanddents/email) > . The *Wall Street Journal* provides three steps to create an Internet résumé at: < [www.college
journal.com/jobhunting/
résuméadvice/20001024-
farley.html](http://www.collegejournal.com/jobhunting/résuméadvice/20001024-farley.html) > .

Searching for a job is still a face-to-face process, but the Internet has made planning your search and finding a job easier. However, don't forget to practice your in-person skills as well! You get one chance to make a good first impression—whether in person or online!



**PROJECT CONNECT ALLOWS YOU TO GAIN
DIRECT ACCESS TO NATIONAL TEACHING
VACANCIES VIA THE WEB. . . . YOU CAN LINK
TO PROJECT CONNECT THROUGH AAEE'S WEB
SITE AT <WWW.AAEE.ORG>.**

Finding a Position in an Independent School

Barbara Diehl, Career Counselor
University of Vermont

Education graduates often overlook independent schools as potential source of employment. These schools offer varied and challenging opportunities, and you may want to consider them as you begin your job search.

Independent schools are nonprofit, privately funded, mission-based schools that are not under the jurisdiction of state and local governments. They select students, teachers, and administrators based on their own policies.

The majority of independent-school funding comes from tuition, but these schools also seek gifts and grants from alumni, community members, and other benefactors.

Salaries at some independent schools may be lower than those offered in public schools, but benefits may also include room and board, free tuition for dependents, and grants for graduate study. Some private college preparatory schools offer generous salaries and outstanding working conditions.

Additionally, teachers in independent schools often have more autonomy in their classrooms and can create curricula based upon students' interests and needs.

Step One: Define Your Interests

Collectively, independent schools have many different missions. In order to focus your job search, think about and decide which types of private schools appeal to you. Examples include: day schools, boarding schools, schools that are coed, schools that are single-sex, schools affiliated with a particular religious denomination, pre-professional schools for

the fine arts, schools that offer alternative learning styles, college-preparatory schools, and schools that emphasize outdoor education. Additionally, you should consider the size of the school, its location, and other responsibilities in which you would be interested (e.g., coaching, residence hall management, and advising student organizations). There also may be opportunities for positions other than teaching, including admissions, development, college counseling, and project coordination.

The National Association for Independent Schools (NAIS) has a number of articles related to teaching in independent schools on its website. < www.nais.org > Click on "Career Center" to explore articles on teaching in independent schools, job searching hints, vacancy postings, and links to teacher placement agencies.

Step Two: Find Schools That Interest You

Contacting independent schools directly is one of the most effective ways to find a position. There are many ways to find information and listings of independent schools once you've focused your search.

* The NAIS website, < www.nais.org >, has a directory of the association's member schools. Click on "School Search" and find schools that fit your criteria. Click on "Career Center" and explore other web links or vacancy postings.

* The Association of Boarding Schools' (TABS) website, < www.schools.com >, also has a directory. Click on the

the "Boarding School Directory" link.

* If you want to explore independent schools that focus on environmental or outdoor education, the Association for Environmental and Outdoor Education, < <http://www.aeoe.org> >, has links to "Contacts" and "Jobs."

* Many Chamber of Commerce sites have listings of local public and independent schools. To find the Chamber of Commerce for your geographic area of interest go to < www.uschamber.com > and click on "Locate a Chamber."

* Often, state department of education websites have listings of state-approved independent schools. Use a search engine to find your state's department of education and explore the website for directories or school information.

Using a teacher placement agency is another effective way to find a position, especially if you are flexible about relocating. To work with a placement agency, you begin by applying. If your application meets their minimum standards, they interview you and decide whether to accept you into their pool of candidates. Once accepted, you are assigned a contact person who will send position listings in your areas of interest, and who will also send your application file to schools. It is then up to you and the school to contact one another. The school, not the candidate, should pay applicable placement fees, although some agencies may have a minimal application



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processing charge. Some agencies include:

- * Carney, Sandoe, & Associates, < www.csa-teach.com > ,
- * Teachers on Reserve, < www.teachersonreserve.com > ,
- * The Education Group < www.educationgroup.com >
- * Education Resources Group < www.ergteach.com > , and
- * Southern Teachers Agency, < www.southernteachers.com > .

Many teacher placement agencies, as well as professional associations, also sponsor career expos or job fairs. These fairs can be time effective ways to make contacts, find more information on independent schools, and apply for interesting positions. Check out the teacher placement agency and professional association websites for more information.

An additional way to find private school positions is to visit education websites. These include:

- * K-12 Jobs, < www.k12jobs.com > , and
- * Recruiting New Teachers < www.rnt.org > .

Occasionally, you will find private school positions posted through local newspapers or on national job-posting websites such as AAEE's Project Connect < www.aaee.org > or Monster.com.

Finally, do not ignore the effect that networking and informational interviewing can have on your job search. Did you go to an independent school? Do you know someone

who did? Does your college have a network of alumni who are available to contact? Gather a list of people who can potentially advise you about finding positions in independent schools and possible schools to research.

Step Three: Research Possible Schools

It is important to research the schools in which you are interested to begin to determine whether the school is a good fit for you. From that information, you can decide whether or not you want to pursue a position at that school. Gather information from school websites, school publications, local newspapers, your career center library, and through networking.

This step is essential. You are not only gathering information to use in deciding to which schools you will apply, but you also are gathering information that can be used later in interviews. Remember, most independent schools are mission-based; minimally, you should have some familiarity with their focus and mission. If you do your homework, you will have an answer when an interviewer asks, "Why are you interested in working at our school?"

Step Four: Apply

You have several choices of application vehicles:

- * Apply for vacancies you located during your research.
- * Apply to schools directly without knowing if they have open positions. Most schools accept applications

in anticipation of having actual vacancies.

- * Apply to specific programs (some independent schools have yearly or half-yearly internship programs). You will find these through your research.

To apply, send your cover letter and résumé with current contact information. If the school asks for additional application documents, either in a job posting or over the phone, be sure to provide them.

Additionally, your cover letter for each application should be unique and targeted to that school. Use the research you have done previously to remark on why you are enthusiastic about applying for the position.

Step Five: Interview

Prepare for your interviews. Perform additional research on the school; analyze your skills, motivations, and experiences; prepare questions to answer and ask; and practice interviewing.

Step Six: Accept

Decide which school is the best fit for you and accept the position! If you are having difficulty making this decision, talk to a counselor in your career center, your advisor, and your family.

Step Seven: Begin Your First Year!

Locating U.S. State Certification Offices

A teaching certificate or license is valid only in the state for which it is issued. Certification, licensure, and testing requirements are never static. States are changing requirements constantly. If you are planning to move to another state, you should contact that state's certification/licensure office as the first step. Below are websites to guide you.

You will also find information at < www.nasdtc.org >, with links to specific states plus those that participate in the Interstate Agreement (states that cooperate with licensure transfer). The U.S. Department of Education website, < www.ed.gov/index.jsp >, contains many links, including state sites. School districts wanting to hire you may be able to employ you on a temporary license for one or two years.

Alabama

http://www.alsde.edu/html/sections/section_detail.asp?section=66&

Alaska

<http://www.educ.state.ak.us/teachercertification>

Arizona

<http://www.ade.state.az.us/certification>

Arkansas

<http://arkedu.state.ar.us/teachers/index.html>

California

<http://www.ctc.ca.gov> - or - <http://www.calteach.com>

Colorado

http://www.cde.state.co.us/index_license.htm

Connecticut

<http://www.state.ct.us/sde/dtl/cert/index.htm>

Delaware

<http://www.doe.state.de.us>

District of Columbia

<http://www.k12.dc.us/dcps/teachdc/certification.html>

Florida

<http://www.firn.edu/doe/edcert/home0022.htm>

Georgia

<http://www.gapsc.com/TeacherCertification.asp>

Hawaii

<http://doe.k12.hi.us/>

Idaho

<http://www.sde.state.id.us/certification>

Illinois

<http://www.isbe.net/teachers.htm/>

Indiana

<http://www.state.in.us/psb/>

Iowa

<http://www.state.ia.us/boee/>

Kansas

<http://www.ksbe.state.ks.us/Welcome.html>

Kentucky

<http://www.kyepsb.net/certinfo.html>

Louisiana

<http://www.louisianaschools.net/DOE/aspshome.asp?I=CERTIFICATION>

Maine

<http://usm.maine.edu/cehd/etep/certify.htm>

Maryland

<http://certification.msde.state.md.us>

Massachusetts

http://www.doe.mass.edu/educators/e_license.html

Michigan

<http://www.michigan.gov/emi/0,1303,7-102-117--,00.html>

Minnesota

http://education.state.mn.us/stellent/groups/public/documents/translatedcontent/pub_intro_licensure.jsp

Mississippi

<http://www.mde.k12.ms.us/license/index.htm>

Missouri

<http://www.dese.state.mo.us/divteachqual/index.html>

Montana

<http://www.opi.state.mt.us/index.html>

Nebraska

<http://www.nde.state.ne.us/tcert/tcmain.html>

Nevada

<http://www.nde.state.nv.us/licensure/>

New Hampshire

<http://www.ed.state.nh.us/>

New Jersey

<http://www.state.nj.us/njded/educators/license/index.html>

New Mexico

<http://sde.state.nm.us/divisions/ais/licensure/index.html>

New York

<http://www.highered.nysed.gov/tcert/>

North Carolina

<http://www.ncpublicschools.org/employment.html>

North Dakota

<http://www.state.nd.us/esp/>

Ohio

<http://www.ode.state.oh.us/Teaching-Profession/default.asp>

Oklahoma

<http://www.sde.state.ok.us/home/defaultie.html>

Oregon

<http://www.ode.state.or.us/supportservices/careers.htm>
or
<http://www.tspc.state.or.us/pub.asp?op=0&id=15>

Pennsylvania

<https://www.tcs.ed.state.pa.us/>

Rhode Island

http://www.ridoe.net/teacher_cert/Default.htm

South Carolina

<http://www.scteachers.org/index.cfm>

South Dakota

<http://www.state.sd.us/deca/OPA/>

Tennessee

http://www.state.tn.us/education/lic_home.htm

Texas

<http://www.sbec.state.tx.us/SBECOnline/certinfo/becometeacher.asp>

Utah

<http://www.usoe.k12.ut.us/cert/>

Vermont

<http://www.state.vt.us/educ/license/index.htm>

Virginia

<http://www.pen.k12.va.us/VDOE/newvdoe/teached.html>

Washington

<http://www.k12.wa.us/cert/>

West Virginia

<http://wvde.state.wv.us/certification>

Wisconsin

<http://www.dpi.state.wi.us/dpi/dlsis/tel/index.html>

Wyoming

<http://www.k12.wy.us/ptsb/>

United States Department of Defense Dependents Schools

<http://www.ododedea.edu/pers>