

## ■ Appendix A Sample Vita and Guidelines

### **George Washington**

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#### **Education/Certification**

M.Ed.	Educational Leadership, Northern Arizona University, Flagstaff, AZ, 2014
B.A.	English, Carleton College, Northfield, MN, 1993
Principal Certificate	Arizona (In progress)
Teacher Certificate	7–12 English, Arizona and Minnesota
ESL Education	K–12 Endorsement, Arizona and Minnesota

#### **Administrative and Leadership Experience**

Assistant Principal, Martha High School, Mt. Vernon Union High School District, Vernon, AZ, 2000–present.

- Administered campus activities including over 50 school clubs, school facility use, and school ceremonies.

- Expanded the student recognition program designed to reward and promote student attendance, academic achievement, and responsible actions on campus.

- Evaluated and provided guidance for a variety of teachers throughout the school using the district's evaluation instrument and informal observations and conferences.

English Department Chairperson, Martha High School, Mt. Vernon, AZ, 1999–2000.

- Designed a department-based professional literacy library and conference center to help teachers better their pedagogical skills.

- Implemented an English department collaborative teaching plan that promoted positive teacher communication regarding units and lessons, methodology, classroom management, and student achievement.

- Planned and presented various English department in-services designed to improve classroom instruction, time management, and grant writing.

- Evaluated all English teachers using the district's evaluation instrument and informal observations while carefully monitoring the progress of new and inexperienced teachers.

North Central Accreditation Writing Goal Chairman, Martha High School, Mt. Vernon, AZ, 1999–present.

- Designed and implemented an in-service program for teachers in all subject areas to ensure successful writing instruction across the curriculum.

Presented instructional methodology to assist all staff members in teaching and using the six-trait writing rubric, creating quality writing prompts, and paragraph and essay organization.

Learning 24/7 Leadership Team Member, Martha High School, Mt. Vernon, AZ 2000–present.

Advised and designed a school-wide plan to assure our students' success in the classroom, on standardized tests, and in life.

Aligned school curricula, incorporated test-taking skills into the curriculum, created a strong school-wide emphasis on basic reading, writing, and math skills in every class, and incorporated critical thinking skills across the curriculum.

Evaluated the specific instructional needs of our students and teachers by meticulously surveying and analyzing student test data, grades, and district assessments.

Head Basketball Coach, Martha High School, Mt. Vernon, AZ, 1995–2000.

Incorporated a successful parent booster club that raised funds to support the basketball program.

Created a successful basketball program that won at least 19 games in each of the last three seasons while maintaining a team grade point average greater than a 3.2.

### **Teaching Experience**

High School English Teacher — Martha High School, Mt. Vernon, AZ, 1994–2000.

Integrated a variety of teaching methods and instructional strategies to generate student interest.

Evaluated and tracked student progress in class by using a combination of evaluations and student work samples.

Maintained positive relationship with students and parents while holding students to a high standard of acceptable class work.

Upward Bound English Teacher — Normandale Upward Bound Program, Normandale Community College, Richfield, MN, 1994.

Designed a writing workshop for students involved to create, edit, and revise their own work in a summer writing portfolio.

Published a variety of works from every student's summer writing portfolio in a book distributed to all students and parents at the end of the summer.

### **Coaching Experience**

Head Basketball Coach, Martha High School, Mt. Vernon, AZ, 1995–2000.

Incorporated a successful parent booster club that raised funds to support the basketball program.

Created a successful basketball program that won at least 19 games in each of the last three seasons while maintaining a team grade point average greater than a 3.2.

### **Additional Training/Professional Development**

"Cutting Edge Grant Writing," Otter Creek Institute, Phoenix, AZ, May 2000.

"Increasing Student Achievement," National School Conference Institute, Phoenix, AZ, March 2000.

**Presentations**

Washington, G. (2000, September). *Improving Student Writing*. Presentation at the Inter-District Articulation Program, Mt. Vernon, AZ.

Washington, G. (2000, September). *Incorporating Writing in All Classrooms*. Presentation at the Martha High School Faculty In-service, Mt. Vernon, AZ.

Washington, G. (2000, August). *NCA Writing Goal and the Six-Trait Writing Rubric*. Presentation at the Martha High School In-service Program, Mt. Vernon, AZ.

**Professional Affiliations**

Association for Supervision and Curriculum Development, 1999—present

National Association of Secondary School Principals, 2000—present

Arizona Professional Educators, 2000—present

**Reference**

*References will be included on the following page, if requested.*

# Guidelines for the Development of the Vita

## Overall Guidelines

- 1) Well-defined categories/sections in appropriate order
- 2) Neat and conservative (on white or beige, more space than type)
- 3) Accurate and Ethical
- 4) Accomplishment oriented
- 5) Results of accomplishments shown, if any (supportive evidence in portfolio)
- 6) Information outside of professional life omitted
- 7) Clear, readable font (size 12 for most fonts)
- 8) Grammatically correct (consistent use of past tense verbs)
- 9) Several pages in length (not the one-page business resume)

## Preferred Order of Categories

Choose the categories that are most accurate, ethical, and appropriate. Other categories or combinations of these and others for unique individuals and/or experiences may be used.

Heading

Education/Certification

Administrative, Supervisory, and/or Leadership Experience

Teaching Experience

Coaching Experience (if applicable)

Related Experience (if applicable)

Other Experience (if applicable)

Professional Development

Publications and/or Presentations and/or Grants (if applicable)

Curriculum Experience (if applicable)

Professional Affiliations

Honors and/or Awards (if applicable)

Community Involvement/Service

Professional References

Reference Page

## Heading Guidelines

- a) Heading should be three lines in length
- b) Name should **stand out** and be legal name
- c) Provide complete address, phone number(s) with area codes, and e-mail address

## Education/Certification Category Guidelines

- a) Degree should be highlighted
- b) Following degree is area of degree, institution, city, state, and year awarded

- c) Major and/or minor may be listed, if appropriate and useful
- d) Address of institution is not needed
- e) Note any significant amount of hours taken, not leading to degree
- f) Skip one line to separate certificates from degrees
- g) Certificates are cited exactly as written on certificate and include state
- h) List administrative certificate(s) first
- i) Place any endorsements after teaching certificates
- j) Include current certification sought – use (In progress) or (Expected completion date, [month and year])

### **Administrative and/or Leadership Category Guidelines**

- a) Use Administrative Experience category only if you were certified and served in an administrative position. It is unethical to invent a title, i.e., Assistant Principal, if you only assisted the Principal.
- b) Use Supervisory Experience category only if you were certified and served in a supervisory position (supervising adults).
- c) Use Leadership Experience category for all other leadership roles, i.e., Department or Grade Level Chair, Committee Chair, Site Council Member, etc.
- d) Categories are combinable, for example, Supervisory/Leadership Experience, if experience in both.
- e) List title first, then school, city, state, and date(s).
- f) Use bullets and relevant past tense verbs for all accomplishments, for example, wrote, implemented, supervised, etc.
- g) List any results of accomplishment, if known and appropriate.
- h) Use two to six bullets under each title.

### **Teaching Experience Category Guidelines**

- a) Capitalize and list title first, then organization or school, city, state, and date(s)
- b) Use bullets and relevant past tense verbs, for example, wrote, implemented, supervised, etc.
- c) List any results of accomplishment, if known
- d) Use two to six bullets, typically more if very recent or significant number of years in the following format:

Title, organization or school, city, state, date(s)

- ◆ Past tense verb + accomplishment + results
- ◆ Past tense verb + accomplishment + results
- ◆ Past tense verb + accomplishment
- ◆ Past tense verb + accomplishment

### **Coaching, Related, and/or Other Experience Category Guidelines**

- a) Use same format as above under Teaching Experience guidelines
- b) Use Coaching Experience category if duty was contracted and experience was significant. List minor coaching duties as bullet(s) under Teaching Experience category
- c) Use Related Experience category if duties are related to teaching/administrative duties
- d) Use Other Experience category if significant experience, e.g., former career, etc.

### **Professional Development Category Guidelines**

- a) Cite the title first, then organization, city, state, and date(s)
- b) There is no limit to the number of citations in this category
- c) All training cited should be relevant to education/leadership
- d) Note number of hours (if a significant amount)

### **Presentations and/or Publications Category Guidelines**

- a) Cite all presentations and/or publications in APA or other appropriate format
- b) For five or fewer citations, use combination of categories – Presentations/Publications. If more than five and at least two in each, use separate Presentation and Publication categories
- c) Be sure to include all co-authors or co-presenters
- d) Consider citing dissertations, theses, and locally published curricular materials

### **Professional Affiliations Category Guidelines**

- a) Cite all current memberships in professional organizations
- b) Note any offices held
- c) Cite membership in any professional organizations of significant duration
- d) Spell out complete names of organizations – do not use acronyms

### **Honors/Awards/Scholarship Category Guidelines**

- a) Use relevant category if you have two or more citations – otherwise, list under Teaching or Administrative category
- b) Use combination of categories, if appropriate
- c) Cite Honor, Award, or Scholarship, then organization, city, state, and date

### **Civic/Community Service Category Guidelines**

- a) List title, organization, city, state, and date(s)
- b) Service should be related to goals or duties of the education profession instead of purely personal

- c) Service to a particular church or religion may be used or if viewed as personal information, should not be cited

### **References Category Guidelines**

- a) Use as last category on vita
- b) It is unethical to include references with vita, unless references requested
- c) Be sure references gave permission to use their names

### **References Page Guidelines**

- a) List name and title first
- b) List name of school or organization next
- c) List complete address, city, state, and zip code
- d) List phone number with area code and email address
- e) This *must* be a separate page
- f) Cite no more than six references
- g) Must have reference for each place worked – if more than six, stay within last 10 years
- h) Try to use administrator references – personal references are not appropriate
- i) Cite references in order of priority – often only the first three are contacted

### **Sample reference page listing:**

Dr. Bill Hickok, Principal  
Page Elementary  
184 Avenue C  
Tombstone, AZ 85365  
(520) 783-9999; bh@isp.edu

## **Frequently Asked Questions**

**Q:** Shouldn't the vita be organized by years and have them in the left margin?

**A:** No. That is a style used for a business resume, not an educational vita.

**Q:** Should I use expensive paper with bright colors to make it stand out?

**A:** Neither expensive nor inexpensive paper is necessary, but you may use a good quality paper. Brightly colored paper is a tactic used in the world of business. Your experience and accomplishments should stand out, not the color of the paper.

**Q:** What if I have gaps of time in my vita?

**A:** You should exercise good judgment in this case. Often those with gaps in their career are raising children or tending to a sick family member or

any other reasonable use of their time. There are others, however, that were fired and could not get another job, were in drug rehabilitation, or any other very personal reason. The point is that the reviewer of your vita may have doubts about which group you are in. Thus, unless your reasons are extremely personal, it is recommended that you provide some explanation for gaps in time to prevent the doubts of prospective employers.

**Q:** I do not have much in the leadership category. Should I list “leading students” in various activities or groups?

**A:** Your inexperience with leadership should motivate you to volunteer or apply for positions that will give you the necessary experience. Do not wait for an administrative position in order to gain leadership experience. There are many committees to chair, councils to serve on, and programs to lead while still teaching. Use your vita as a learning experience and start filling in the gaps.

**Q:** What if my coaching experience is quite extensive?

**A:** This is another judgment call. Much will depend on the position you are applying for. If, for example, you are applying for an Assistant Principal/Athletic Director position, then a complete listing of your coaching experience would be appropriate. If you were applying for solely an Assistant Principal position, then you would limit your coaching experience category and use as much as appropriate in the leadership experience category. Many duties and responsibilities in athletics leadership are the same as in school administration.

**Q:** What if I do not belong to any professional organizations?

**A:** It's time to join! Choose what is appropriate to your career goals. High school and middle school level principals may join the National Association of Secondary School Administrators (NASSP), elementary principals may join the National Association of Elementary Principals (NAESP), and those interested in curriculum development may join the Association for Supervision and Curriculum Development (ASCD). It is recommended that you also become active in the state affiliations for these professional organizations and read their journals regularly. Again, you do not have to wait to get the position to learn more about the position.

**Q:** What if I do not have any awards or honors?

**A:** Many great educators never received any honors or awards. Others were honored or recognized after their career ended. Honors and awards are bestowed on you by others – do not seek awards or honors, but graciously accept them.



**Q:** Should I or shouldn't I list church activities?

**A:** In public education, we are bound by separation of church and state. While active involvement with a particular church may denote many positive aspects of your service and character, it may also be viewed by some as interfering with the goals of public education. This is another judgment you must make.

With your vita, letter of application, and interview, your responsibility is to clearly show the prospective school district who you are. This is your half of the work leading up to the contract. If a religious affiliation is such a big part of you that it goes with you into school, then it would be appropriate to cite your church work. If your religious affiliation is more personal in nature and is not brought into the school, then omitting it from your professional vita would be appropriate.

**Q:** Why must the reference page be separate?

**A:** Persons willing to provide reference information for you are assuming districts very interested in hiring you will contact them. They should not have to provide information to every district where you applied. Therefore, it is considered unethical to provide references, unless requested in the job announcement or by the employer.

**Q:** Why list accomplishments?

**A:** Leaders accomplish things! This includes all educational leaders, especially teachers. A vita that shows only where and when you worked does not give any indication of accomplishment. Did you simply show up every day, or did you set goals and accomplish them? Accomplishment-oriented vitae do a much better job of showing who the leaders are. You should spend time analyzing your accomplishments (often forgotten or taken for granted) and list under the appropriate position.

**Q:** Is the vita changeable?

**A:** Although one cannot change the facts, one can add facts and/or present them differently. One designs the vita according to the position sought. For example, the district may desire curricular experience for the position. In this case, an applicant could include a Curriculum Experience category and place it higher up in the list of categories used. Another example is a district that wants primary experience. In this case, the intern adds her student teaching to the vita (normally not included) because that was her only primary experience. In short, you should try to match your vita with the position.