Education Resume, Cover Letter & Reference Guide

RESUME

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

Formatting Tips

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

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

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

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

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

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

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

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

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

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

MARGINS: Keep margin widths between .5” and 1”.

Heading

REQUIRED CONTENT

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

OPTIONAL CONTENT

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

Heading Examples

Example 1

Natalie L. Knight

Campus Address:
555 Third Street
De Pere, WI 54115

Permanent Address:
2121 Hometown Avenue
Midtown, WI 5555

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

Example 2

Natalie Knight

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

Example 3

Natalie Lynn Knight

555 Third Street
De Pere, WI 54115
(920) 337-5555
natalie.knight@snc.edu
www.linkedin.com/in/natalielynnknight

Objective

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

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

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

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

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

Education

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

REQUIRED CONTENT

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

Education Degrees offered at SNC:
Bachelor of Science
Bachelor of Arts
Bachelor of Music

OPTIONAL CONTENT

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

Education Examples

ST. NORBERT COLLEGE, De Pere, WI
Bachelor of Arts Degree, May 2014
Major: Education Minor: Early Childhood Education
Major GPA: 3.85/4.0 Overall GPA: 3.6/4.0
Certification: Early Childhood-Middle Childhood

St. Norbert College, De Pere, WI
Bachelor of Music Degree, May 2015
Major: Music Education *Emphasis:* Vocal
Certifications: General Music and Choral Music
Honors and Awards: Dean's List
St. Norbert College Trustees Scholarship for Academics

Writing Your Degree & Certification

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

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

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

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

EARLY ADOLESCENCE-ADOLESCENCE CERTIFICATION (AGES 10 TO 21)

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

MUSIC EDUCATION

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

Experience

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

REQUIRED CONTENT

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

BULLET POINT FORMATTING

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

BULLET POINT EXAMPLES

Good: Created lesson plans
Better: Created original lesson plans around the book "The Giver"
Best: Created constructivist lesson plans that utilized cooperative learning to discuss concepts in Lois Lowry's book, "The Giver" and related it to the importance of rules in society

Good: Taught many different students
Better: Taught a diverse group of students from Green Bay
Best: Individually taught 36 students of varying ethnic backgrounds from two different schools in Green Bay including 15 recent immigrants to help them successfully pass the Wisconsin Basic Skills Test

HEADING EXAMPLES

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

BULLET POINT CONTENT

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

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

Experience Example

Student Teacher, 8th Grade Language Arts, Pulaski Community Middle School Pulaski, WI, 01/13-Present

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

ACTION VERBS

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

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

CREATION
Activate
Complete
Compose
Conserve
Construct
Contract
Create
Discover
Draft
Draw
Engineer
Execute
Expand
Generate
Inaugurate
Landscape
Launch
Modify
Mold
Produce
Reconstruct
Redesign
Remodel
Shape
Synthesize
Transform
Unite
Utilize

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

FINANCE & NUMBER
Abstract
Account
Add
Allocate
Appraise
Audit
Budget
Calculate
Collect
Compute
Decrease
Determine
Divide
Enter (data)
Estimate
File
Finance
Formulate
Increase
Insure
Inventory
Invest
Market
Maximize
Minimize
Multiply
Process
Project
Purchase
Record
Reduce
Solve
Quantify

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

Suggest
Treat
Understand

TEACHING

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

RESEARCH & ANALYSIS

Acquire
Allocate
Analyze
Assess
Assist
Classify
Collate
Collect
Compile
Conceptualize
Conduct
Deliver
Design
Detect
Determine
Discover
Dissect
Evaluate
Explore
Examine
Formulate
Father
Identify
Inspect
Investigate
Locate
Name
Obtain
Observe
Pinpoint
Prepare
Prioritize
Receiver
Research
Specify
Survey
Test
Trace
Track
Verify

PUBLIC RELATIONS

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

ORGANIZATION

Amend
Appraise
Appoint
Apply
Arrange
Award
Balance
Catalog
Categorize
Connect
Coordinate
Decrease
Define
Draft
Edit
Establish
Facilitate
File
Group issue
Modify
Orchestrate
Organize
Overhaul
Place
Prepare
Program qualify
Reorganize
Rewrite
Schedule
Set

MISCELLANEOUS

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

Samuel Knight

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

OBJECTIVE

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

EDUCATION

St. Norbert College, De Pere, WI
Bachelor of Science Degree in Chemistry GPA: 3.82/4.0 May 2013
Concentration: Broadfield Science Honors: Magna Cum Laude
Certification*:* Early Adolescence-Adolescence

TEACHING EXPERIENCE

Student Teacher, Conceptual Chemistry April 2013-June 2013
Green Bay Southwest High School, Green Bay, WI

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

Student Teacher, 8th grade Science January 2013-March 2013
West De Pere Middle School, De Pere, WI

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

Teacher Education Field Experience November 2011-December 2011
Notre Dame High School, Green Bay, WI

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

CAREER-RELATED EXPERIENCE

Naturalist Intern — Summer 2012-Fall 2012
1000 Islands Environmental Center, Kaukauna, WI

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

Peer Tutor, St. Norbert College, De Pere, WI — Spring 2009-Fall 2012

Chemistry Teaching Assistant, St. Norbert College, De Pere, WI — Fall 2010-Fall 2012

EXTRACURRICULAR EXPERIENCE

Campus Ministry Student Coordinator — Fall 2009-Spring 2013
St. Norbert College, De Pere, WI

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

T.R.I.P.S. Volunteer (Turning Responsibility into Powerful Service) — Spring 2009-Spring 2013
St. Norbert College, De Pere, WI

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

Summer Chemistry Research — May 2012-August 2012
St. Norbert College, De Pere, WI

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

HONORS & ADDITIONAL TRAINING

- ETS Recognition of Excellence for General Science: Awarded to test takers who achieve exceptional individual performance (top 15% of candidates) on selected Praxis II tests
- Green Bay Diocese VIRTUS Trained – Fall 2012
    - Learned to recognize warning signs of sexual abuse and communicate concerns
- CERT (Community Emergency Response Team) Certified – Summer 2012

COVER LETTER

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

Formatting Tips

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

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

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

Content

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

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

BODY:

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

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

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

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

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

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

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

Samuel Knight

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

April 9, 2013

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

Dear Ms. Gonzales:

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

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

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

Sincerely,

Sam Knight
(Submitted Electronically)

Enclosure: Resume, References

REFERENCES

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

Formatting Tips

HEADING: Use the same heading as your resume.

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

FORMAT: Either left align or center your text.

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

Content

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

Who to Ask

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

Samuel Knight

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

REFERENCES

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

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

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

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