

# Teaching Resume Sample

Worcester, MA 01609 | [teach@wpi.edu](mailto:teach@wpi.edu) | (123)-456-7890

**OBJECTIVE:** To obtain a high school chemistry teacher position

**LICENSURE:** Chemistry 8-12(License #: 12345)

- Passed MTEL Literacy & Communication Test, Chemistry
- SEI Endorsement

## EDUCATION

Worcester Polytechnic Institute (WPI), Worcester, MA

Bachelor of Science in Chemical Engineering, GPA 3.5/4.0

Expected Graduation: May 20XX

## TEACHING EXPERIENCE

Teaching Practicum, Auburn High School, Auburn, MA

Jan 20XX-May 20XX

- Participated in over 300 hours in the classroom, 125 hours as the teacher of record
- Managed classrooms of 25 students independently using Culturally Responsive Teaching techniques.
- Designed Lessons utilizing the Universal Design for Learning model and Understanding By Design model.

Peer Tutor, WPI Academic Resources Center, Worcester, MA

September 20XX-May 20XX

- Provided superior service and utilized best practices in individual sessions
- Supported students on a one-on-one basis, tailoring resources and support to the student's needs and learning styles
- Received College Reading & Learning Association (CRLA) training and certification

PRE-PRACTICUM- Girls, Inc., Worcester, MA

October 20XX

- Collaborated with a team to develop a lesson for 8<sup>th</sup> grade girls in the Eureka program
- Presented lesson plan focused on the theme of "Spooky Science" to 40 students

Teaching Assistant, WPI, Worcester, MA

September 20XX-December 20XX

- Taught material from professor's lesson plan for each lab period
- Provide feedback to professor regarding individual student progress

## PROJECTS

Major Qualifying Project (MQP), WPI, Worcester, MA

September 20XX – December 20XX

- Tested the feasibility of enhancing anaerobic digestion processes using microbial algae
- Tracked methane, ammonia and chlorophyll-a levels using gas-chromatography and spectrophotometry
- Provided results and recommendations through a written report and presentation to advisors

## SKILLS

Software: Google Classroom, Zoom, Microsoft Office Suite, AutoCAD, Camtasia, Maple, R Studio

Lab Techniques: IR Spectroscopy, TLC, titration, Job's Method, NMR spectroscopy, cyclic voltammetry

# University Teaching A Guide For Graduate Students

**E Durkheim**



## **University Teaching A Guide For Graduate Students:**

University Teaching Leo M. Lambert, Stacey Lane Tice, Patricia H. Featherstone, 1996-02-01 One of the great changes occurring at leading research universities is a renewed dedication to the quality of undergraduate teaching Syracuse University was one of the first major universities to develop a summer internship program to train its more than 325 new teaching assistants appointed each year An outgrowth of that program this book is invaluable to teaching assistants eager to improve their teaching skills Contents include Practical Tips for Teaching at the University Level The Discussion Recitation Section The Studio The Laboratory Using Writing as an Active Learning Tool Using Videotape to Enhance Instruction Gender Race and Ethnicity in the Classroom Working with Students with Special Needs and Balancing Roles as Teacher Student and Person *University Teaching* Stacey Lane Tice, Nicholas Jackson, Leo M. Lambert, Peter Englot, 2005-07-08 Syracuse University was one of the first major universities to develop a summer internship program to train the hundreds of new teaching assistants appointed each year An outgrowth of that program this book contains essays that represent a thoughtful effort by experienced teachers many of whom have been involved with the national Preparing Future Faculty program to explore various ways of engaging encouraging and stimulating students to learn Topics cover lecturing leading discussions designing laboratory and studio courses reaching for diversity using technology assessing students learning and service learning

**Teaching Matters** Aeron Haynie, Stephanie Spong, 2022 A practical and evidence based teaching guide for graduate students across all fields In a book written directly for graduate students that includes graduate student voices and experiences Aeron Haynie and Stephanie Spong establish why good teaching matters and offer a guide to helping instructors in training create inclusive and welcoming classrooms Teaching Matters is informed by recent research while being grounded in the personal perspectives of current and past graduate students in many disciplines Graduate students can use this book independently to prepare to teach their courses or it can be used as a guide for a teaching practicum With a just in time checklist for graduate students who are assigned to teach courses right before the semester starts step by step directions for writing a compelling teaching philosophy and an emphasis on teaching well regardless of modality Teaching Matters will remain relevant for graduate students throughout their careers

**Preparing Graduate Students to Teach** Leo M. Lambert, Stacey Lane Tice, 1993 The product of a survey of 500 institutions nationwide in which they described their TA training programs Profiles 72 centralized and discipline based exemplary programs in detail plus directory information on another 350 programs Cosponsored by the Council of Graduate Schools

**Preparing for College and University Teaching** Joanna Gilmore, Molly Hatcher, 2023-07-03 This book is a guide for designing professional development programs for graduate students The teaching competencies framework presented here can serve as the intended curriculum for such programs The book will also be an excellent resource for evaluating programs and will be an excellent resource for academics who study graduate students This book presents the work of the Graduate Teaching Competencies Consortium to

identify, organize, and clarify the competencies that graduate students need to teach effectively when they join the professoriate. To achieve this goal, the Consortium developed a framework of 10 teaching competencies organized around three overarching questions: What do graduate students need to achieve by the end of their graduate education to be successful teacher-scholars? What do graduate students need to understand about higher education to have successful careers as educators? What do graduate students need to do to be successful teachers during their graduate student careers? Although much work has been done to identify the competencies of effective teachers in higher education, only a small portion of this work has been conducted with graduate student instructors. This is an important area of research given that graduate students are critical in the higher education academic pipeline. Nationally, graduate students teach between 25% and 50% of courses offered at the undergraduate level. Graduate student teaching is also critical because during early teaching experiences, teachers establish a teaching style and set of teaching skills which will endure as graduate students enter the professoriate. It is important to develop a teaching competency framework that is specific to graduate student instructors as they often have unique needs and roles as teachers. For example, graduate student instructors are in the unique position of becoming experts in their field concurrent with learning to teach. Moreover, as many professional development programs for graduate student instructors evolve based upon factors such as available resources and perceived needs of graduate students, this framework will be a useful aid for thoughtfully designing strategic, evidence-based, comprehensive professional development opportunities and programs.

*First Day to Final Grade* Anne Curzan, Lisa Damour, 2006. *First Day to Final Grade* is both a quick-at-a-glance reference tool and indispensable guide in preparation for teaching. It focuses on the how-tos such as setting up a lesson plan, running a discussion, and grading, as well as issues specific to the teaching assistant's unique role as both student and teacher. This new edition of *First Day to Final Grade* incorporates newer teaching and learning pedagogy. Among other things, the authors have modified sections on moving from class goals to class content, preparing for and running discussions, addressing problems within the class and with particular students, and responding to academic misconduct. In addition, the book has been updated to reflect the role of technology both inside and outside the classroom. Also included are new examples of materials throughout the text and appendix.

**Becoming a New Instructor** Erika Falk, 2012-03-22. *Becoming a New Instructor* guides new instructors through the planning, preparation, and execution of their first class, whether it is in person or online. Like any good mentor, this book provides clear, simple instructions and makes best practice recommendations. *Becoming a New Instructor* provides a step-by-step guide to writing a syllabus, a simple explanation for how to calculate grades, and many additional suggestions from an experienced teacher about how to run a class. Chronologically arranged from conceptualizing the class through putting together the syllabus, planning in-class time, running the class, and assigning grades, this book will answer any new instructor's questions. Adjuncts and graduate students charged with teaching a college course will find this succinct guide invaluable.

Special Features Include: An entire chapter on

teaching online plus Concerns Specific to Online Instructors throughout that connect chapter content to online teaching and CMS platforms Examples of best practice checklists sample assignments syllabi and rubrics that guide readers in creating materials for their own courses Guidance specific to the needs of adjuncts and graduate students teaching a course for the first time *First Day to Final Grade, Third Edition* Anne Curzan, Lisa Damour, 2011-02-04 The third edition of *First Day to Final Grade A Graduate Student's Guide to Teaching* is designed to help new graduate student teaching assistants navigate the challenges of teaching undergraduates Both a quick reference tool and a fluid read the book focuses on the how tos of teaching such as setting up a lesson plan running a discussion and grading as well as issues specific to the teaching assistant's unique role as both student and teacher This new edition incorporates newer teaching and learning pedagogy The book has been updated to reflect the role of technology both inside and outside the classroom In addition a new chapter has been added that discusses successfully transitioning from being a teaching assistant to being hired as a full time instructor

Preparing for College and University Teaching Joanna Gilmore, Molly Hatcher, 2023 This book is a guide for designing professional development programs for graduate students The teaching competencies framework presented here can serve as the intended curriculum for such programs The book will also be an excellent resource for evaluating programs and will be an excellent resource for academics who study graduate students Teaching Your First College Class Carolyn Lieberg, 2023-07-03 No other teaching experience will feel quite like the first time an instructor walks into a classroom to face a class of students This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time It provides an introduction to the theory of teaching describes proven strategies and activities for engaging students in their learning and offers advice on classroom management syllabus creation grading assessment and discipline issues among other topics It prepares readers for a confident start as teachers and gives them a firm foundation on which to develop their skills and personal classroom styles The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities and learn about what works and does not They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers and offers guidance on documenting their classroom success for the purposes of promotion and tenure For graduate student instructors the book is a companion that will give them confidence and pleasure in teaching and stand them in good stead if they decide on a in any future career in academe **The Art and Craft of College Teaching, Second Edition** Robert Rotenberg, 2010-05-15 This book is unusually good Clear comprehensive and immediately useful it should be read by every faculty member and department chair Peter Seldin Pace University Book Jacket Becoming Teachers Yale University. Working at Teaching, 1996 Becoming Teachers Robert Lagueux, 2004 **Teaching Your First College Class** Carolyn S. Lieberg, 2008 No other teaching experience will feel quite like the first time an instructor walks into a classroom

to face a class of students This book is a wise and friendly guide for new faculty and graduate student instructors who are about to teach for the first time It provides an introduction to the theory of teaching describes proven strategies and activities for engaging students in their learning and offers advice on classroom management syllabus creation grading assessment and discipline issues among other topics It prepares readers for a confident start as teachers and gives them a firm foundation on which to develop their skills and personal classroom styles The author breaks teaching down into its component elements and tasks to enable graduate student instructors to identify their particular responsibilities and learn about what works and does not They will also benefit from reading the book as a whole as it sets their work in the context of course objectives and learning theory For new faculty this engaging book provides a solid basis from which to develop their skills and personal styles as teachers and offers guidance on documenting their classroom success for the purposes of promotion and tenure For graduate student instructors the book is a companion that will give them confidence and pleasure in teaching and stand them in good stead if they decide on a in any future career in academe

*So You Want to be a Professor?* P. Arne Vesilind, 2000-01-01 This guide for graduate students shows you how to get an academic job and more importantly how to succeed in it With chapters on teaching testing advising researching and publishing the book provides everything you need to know to pursue a successful academic career

*A Field Guide to Grad School* Jessica McCrory Calarco, 2020-08-25 An essential handbook to the unwritten and often unspoken knowledge and skills you need to succeed in grad school Some of the most important things you need to know in order to succeed in graduate school like how to choose a good advisor how to get funding for your work and whether to celebrate or cry when a journal tells you to revise and resubmit an article won t be covered in any class They are part of a hidden curriculum that you are just expected to know or somehow learn on your own or else In this comprehensive survival guide for grad school Jessica McCrory Calarco walks you through the secret knowledge and skills that are essential for navigating every critical stage of the postgraduate experience from deciding whether to go to grad school in the first place to finishing your degree and landing a job An invaluable resource for every prospective and current grad student in any discipline *A Field Guide to Grad School* will save you grief and help you thrive in school and beyond Provides invaluable advice about how to Choose and apply to a graduate program Stay on track in your program Publish and promote your work Get the most out of conferences Navigate the job market Balance teaching research service and life

*On Course* James M. Lang, 2008-05-30 You go into teaching with high hopes to inspire students to motivate them to learn to help them love your subject Then you find yourself facing a crowd of expectant faces on the first day of the first semester and you think Now what do I do Practical and lively *On Course* is full of experience tested research based advice for graduate students and new teaching faculty It provides a range of innovative and traditional strategies that work well without requiring extensive preparation or long grading sessions when you re trying to meet your own demanding research and service requirements What do you put on the syllabus How do you balance lectures with group

assignments or discussions and how do you get a dialogue going when the students won't participate? What grading system is fairest and most efficient for your class? Should you post lecture notes on a website? How do you prevent cheating and what do you do if it occurs? How can you help the student with serious personal problems without becoming overly involved? And what do you do about the student who won't turn off his cell phone? Packed with anecdotes and concrete suggestions, this book will keep both inexperienced and veteran teachers on course as they navigate the calms and storms of classroom life.

Graduate Student Instructor Teaching and Resource Center: Teaching Guide for Graduate Student Instructors, 2007

**A Guide to Professional Development for Graduate Students in English** Cindy Moore, Hildy Miller, 2006. In this guide, the first of its kind, Cindy Moore and Hildy Miller provide detailed information about how to develop credentials for both academic and nonacademic careers in teaching, scholarship administration, service, and editing. Written in response to nationwide calls for more comprehensive and deliberate mentoring of future English faculty and for greater support of students who wish to pursue English-oriented jobs outside of the academy, this guide, the first of its kind, is at once practical and eye-opening. Providing detailed information about how to develop credentials for both academic and nonacademic careers in teaching, scholarship administration, service, and editing, the guide offers an in-depth look at the field's many possibilities. On another level, the book addresses the rigors and stresses of graduate school by candidly discussing faculty expectations, student responsibilities, and a variety of survival strategies. Whether you are already enrolled in a graduate program or have just begun to consider program options, this resource can help you identify long-term career goals as well as the skills and abilities needed to meet those goals.

**The Graduate Teaching Assistant Guide** Lee R. McCarley, 1987

The Enigmatic Realm of **University Teaching A Guide For Graduate Students**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **University Teaching A Guide For Graduate Students** a literary masterpiece penned by way of a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those that partake in its reading experience.

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