



Alumni Resume Guide 2023-2024

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RESUME 101

BEFORE YOU WRITE

Strong resumes serve as a reflection of the value you've added and a preview of the impact you can make. Set aside some work time and utilize our resume best practices below to ensure your resume clearly highlights a strong record of results, experiences, and aligned qualifications.

It can be tempting to fill your resume with everything you have ever done, but a stronger resume will spend time addressing the needs of the particular role for which you are applying. To do this, you will need to create a variety of resumes to target each specific job of interest. If you have very little experience, it may make sense to add as much as you can to fill your resume, but if you have a lot of work experience, it is better to focus on relevant experience to ensure you present the strongest resume.



6 Simple—but Major—Rules to Follow

The following will ensure your resume reflects your value-add in a professional and compelling way.

1. Unless you have 10+ years of work experience, your resume should be **one page**.
2. Each experience in your resume should have between **3-5 bullet points**— no more, no less.
3. The experience with the most bullet points should be your **most current experience**.
4. Use language that is **specific to the role you're applying to** by using similar keywords as in the target job description and content that makes it clear that you're qualified and positioned to hit the ground running.
5. Always begin your bullet points with a **strong action verb** (and vary verbs throughout!).
6. Each bullet point should answer the following 3 questions: **WHAT** did you do?
HOW did you do it? (strategies & actions) **HOW** do you know? (What was your impact? i.e. data)

FIND YOUR IMPACT

Go back through each bullet point and ask yourself: "HOW do I know?" If you're struggling to answer that, ask yourself these questions...

- When I left my job, if no one took over any of my responsibilities, what would have failed?
- Are there initiatives I started that would not have been started had I not been in my job?
- Did I make a process go faster, easier, or cost less?
- Is there something I grew or developed that otherwise would have stayed the same?
- What potential effect did my recommendations to management have on income, revenue, turnover, processing time, reputation, client base, etc.?
- Why was this important? What did it allow my organization to do?

QUALIFY YOUR BULLET POINTS

Three areas to consider when quantifying your results are: size/range, frequency, and process.

- **SIZE/RANGE:** Size enables the reader to understand the magnitude of your work. Not knowing the exact figure for things is often a big deterrent for using numbers in resumes. But one way to overcome this is to use a range. Give it your best estimate, and the range will show that there is a bit of leeway. And, of course, focus on your impact.
- **FREQUENCY:** One of the easiest ways to add some numbers into your resume is to include how frequently you do a particular task. This is particularly helpful in illustrating your work in high-volume situations—a hiring manager will be able to see just how much you can handle.
- **PROCESS:** Articulate the specific actions you performed and their results. Employers across the board care about money—and saving it. Including frequency gives a great sense of scale, but an even more eye-catching way to do is to talk about the bottom line. Think about all the things you do that ultimately save your company money, whether it's streamlining a procedure, saving time, or negotiating discounts with vendors.

Putting It All Together: Step By step

1. Look at target employer websites and pull job descriptions for roles that interest you.
2. As you review your target job description ask yourself, “what are the most important functions in this job description?” to determine what they are looking for the most.
3. Identify your career examples/experiences in current and past roles that align to what they are looking for.

EXAMPLE: *Important function from job description: Coach & Evaluate Teachers*

Resume Content Goal: Share examples of times you’ve formally or informally coached other teachers, through roles such as Dept Chair, Grade Level Chair, New Teacher Mentor, Student Teacher Mentor, etc. and any relevant measures of success.

Relevant Bullet: “Served as Grade Level Chair for the 12-person 8th grade team, planning & leading weekly team meetings and coaching teachers in the areas of instruction & management; achieved highest teacher retention rate (89%) of all other grades, a direct result of strong teacher performance & staff engagement”

4. Determine how you made an impact.
5. Quantify the impact you made.
6. Review your experience and results to determine if the experiences/results you’ve chosen best demonstrate that you have the skills needed for your position(s) of interest.

COMMON RESUME PITFALLS

To be on the safe side, do NOT:

- Include your address in your resume—not including it helps prevent discrimination based on zip code and city of residence.
- Make a “creative” resume unless you are applying to creative roles.

- Have grammatical errors in your resume (this is a HUGE disqualifier—get fresh eyes to review your resume for you!).
- Overemphasize your past experience.
- Use inconsistent or hard to-read-formatting
Tip: Use 11-12 pt. font (Arial/Times New Roman/Calibri), and appropriate spacing and margins (.75 margins are usually a good choice!)

Real-life Examples

HOW TO QUANTIFY	BEFORE	AFTER
SIZE/RANGE	Developed a global network of key industry contacts to ensure timely customer service.	Developed network of industry contacts from 60 different nations to ensure 100% fulfillment of customer service requests.
FREQUENCY	Completed first editing pass on articles.	Reviewed and evaluated 40-50 topical articles per week and made the decision to either pass articles to the editorial team or send articles back to authors for further revisions.
PROCESS	Grew client base considerably by securing 50 new dealer agreements	Grew client base 200% by securing 50 new dealer agreements resulting in an additional \$160K in revenue.
PROCESS	Improved web-based point-of-sale system to cultivate more online transactions.	Improved web-based point-of-sale system by decreasing processing time 20% resulting in 35% more online transactions.
SIZE/RANGE, FREQUENCY, & PROCESS	Coached new teachers on their career progression within the education sector.	Coached 5 new teachers per year on career progression within the education sector with 100% advancing to educational leadership roles within 3 years of hire.

Responsibilities vs. Results

RESPONSIBILITIES	RESULTS
Built dynamic relationships with parents and guardians in order to increase engagement	Increased parent/guardian engagement by 25%; developed communication tracker and logged at least 2 types of contact with all student families per semester
Designed rigorous, differentiated lesson plans and curriculum	Achieved 1.5 years of reading growth in less than one year by leveraging rigorous, differentiated lesson plans and effective use of stations
Analyzed student data on a weekly basis	Attained a 95% student passing rate on the 7th grade Writing STAAR, a rate 25% above the state average

Try the XYZ Formula: Accomplished [X] as measured by [Y], by doing [Z]. Examples:

- “Achieved 1.5 years reading growth, as measured by student performance on the STARR exam, by implementing Saturday tutorials and consistent use of data analysis and differentiation”
- “Increased parent engagement by 25%, as measured by system stakeholder surveys, by hosting monthly bingo nights and setting weekly communication goals.”



Did you know the Career Center has curated more resources for your career development on the Alumni Hub?

Check out more at <https://www.alumni.teachforamerica.org>



Action Verbs

One way to quickly make your resume pop is to change the choice of words you have in your resume. Look at the verbs in the job description you are applying for. Now, look at your resume. You want your resume to demonstrate your own alignment with your prospective role.

Check out these action verb resources to find what works for you:

- [MIT's Career Advising & Professional Development Resume Action Verbs](#)
- [195 Action Verbs to Make Your Resume Stand Out](#) from Indeed
- [185+ Action Verbs That Will Majorly Impress Hiring Managers](#) from The Muse
- [Action Verbs](#) from Harvard Law School
- [Resume Action Verbs](#) from Brandeis University Hiatt Career Center

Transferable Skills

As a TFA alum, you have unique skills that employers are looking for. Your ability to identify and highlight those will be an invaluable asset in your career development journey.

Check out these transferable skills resources to find what works for you:

- [Transferable Skills: 10 Skills That Work Across Industries](#) from Indeed
- [7 Examples of Transferable Skills for Your Resume](#) from LinkedIn
- [Identify Transferable Skills](#) from CareerOneStop
- [14 Transferable Teaching Skills for Your Resume \(With Examples\)](#) from Indeed
- [Transferable Teaching Skills Employers Love](#) from WorkMonger



TFA Alumni - Unique Transferable Skills

Your unique skills can translate into highly valued skills for many different roles in various industries. Find some of these examples below and utilize the Labor Market Tool on the Alumni Hub to identify additional relevant technical skills and core competencies you built in the classroom.

Classroom Skills	Transferable Skills
Active Learning	Understanding the implications of new information for both current & future problem-solving & decision-making.
Critical Thinking	Using logic and reasoning to identify the strengths & weaknesses of alternative solutions, conclusions or approaches to problems.
Coordination	Adjusting actions in relation to others' actions.
Systems Evaluation	Identifying measures or indicators of system performance & the actions needed to improve or correct performance, relative to the goals of the system.
Negotiation	Bringing others together and trying to reconcile differences.



Resume Examples & Templates

page 8	Education: Elementary Teacher
page 9	Education: Assistant Principal
page 10	Education: Principal
pages 11–14	Education: Superintendent
page 15	Nonprofit Leader
page 16	Data Analyst
pages 17–18	Fundraising Director
page 19	Ed Tech
pages 20–22	Templates

FIRST NAME LAST NAME

Address | Email | LinkedIn | Phone Number

Education Curriculum & Facilitation Experience**Momentous School/Momentous Institute***3rd Grade Teacher***August 2017 – Present***Dallas, TX*

- Design a campus action project with a projected goal that 80% of 3rd grade students will reach their growth plan to hit the 70th percentile college readiness mark on their Mathematics Measures of Academic Progress assessment.
- Lead 7 professional learning experiences for 15 teachers from prekindergarten through 5th grade that increased their ability to design classroom experiences using constructivist teaching models.
- Implement social emotional health lessons in the classroom aligned to CASEL's Core SEH Competencies.
- Build direct communication among 32 parents through monthly newsletters and 5 annual family events.

Stephen C. Foster Elementary*4th grade Writing and Science Dual Language Teacher***August 2016 – June 2017***Dallas, TX*

- Collaborated in 6 vertical gap-analysis meetings to adjust curriculum based on data-informed decisions.
- Oversaw the implementation of the social emotional health initiative on campus by tailoring morning meeting lessons for 30 classroom teachers while providing coaching and feedback.
- Mentored 30 students in the Student Council to develop campus advocacy and create school spirit events.

T.A. Sims Elementary/Teach For America*3rd Grade Dual Language Teacher***August 2014 – June 2016***Fort Worth, TX*

- Launched a social emotional learning scope and sequence that increased 70% of student self-actualization as measured by student self-evaluations.
- Enhanced parent engagement through mini-lessons where parents gained the academic tools to maximize at-home support indicated by the 65% increase in quarterly parent surveys.
- Transformed teaching practices in the classroom as part of the inaugural cohort of the Culturally Responsive Teaching Fellowship resulting in students' affirmation of self-identity.

College Readiness & Leadership Development Experience**College Track Los Angeles/Leadership for Educational Equity***Intern***June 2016 – July 2016***Boyle Heights, CA*

- Identified 45 Southern California colleges to create a college landscape analysis that categorized them as "best fit" for the student population being served while using Salesforce to gather data from past alumni.
- Generated potential funding sources that accounted for 48% of the \$1,750,000 needed to reach the annual operating budget.
- Coached 50 College Track Class of 2020 participants in writing their hopes and dreams statements at the Dodgers Foundation retreat to clarify their personal and academic goals.
- Educated a cohort of 12 LEE fellows and 9 educational organizations on College Track's unique approach to college access and educational impact in the Los Angeles metropolis.

UCR Housing, Dining, and Residential Services*Program Coordinator***August 2013 – June 2014***Riverside, CA*

- Designed 8 educational, academic, and community building programs per quarter with a team of 9 members.
- Headed 2 programs per quarter with an attendance ranging from 40-188 residents while supporting small-scale events with an attendance of 40 residents.
- Advised 55 freshman residents on financial aid, class schedules, and internships to ease the transition to college.

Education**University of California at Riverside, Riverside, CA***Bachelor of Arts in Public Policy***Graduated March 2014***Graduated Cum Laude*

FIRST NAME LAST NAME(XXX) XXX - XXX | EMAIL@gmail.com | www.linkedin.com**EDUCATION****Southern Methodist University, Dallas, TX**
Master's in Educational Leadership**August 2017****Temple University, Philadelphia, PA**
Bachelor of Science in Education**May 2014****PROFESSIONAL CEREDENTIALS**

- Texas Principal Certificate: April 2019
- Texas English as a Second Language Learner Teaching Certificate: March 2019
- Texas Teaching Certificate: Grades Pre – kindergarten through 4th
- Texas Teaching Certificate: Grades 4th through 8th

WORK EXPERIENCE**Uplift Education, Dallas, TX****2017 – Present****4th Grade Team Lead/Teacher Williams Primary Preparatory**

- Planned and led professional development for 3rd through 5th grade teachers for IB and reading strategies
- Managed grade-level meetings that focused on instructional strategies and upcoming skills
- Led data-dive meetings for all fourth-grade teachers, resulting in a 45% increase of students achieving growth goals
- Executed bi- quarterly observations to provide feedback to a 4 member team on specific reading strategies

Dallas ISD, Dallas, TX**2014 –2017****1st Grade Teacher, J. J. Rhoads Elementary School**

- Designed and implemented lesson planning for all subjects that resulted in a 30% growth in all students in all subjects
- Differentiated and tiered learning for individual students with a 50% result of mastery in core content
- Implemented data-driven instruction practices that resulted in a 60% academic growth in students

Pre-Kindergarten General Education Teacher, Robert E. Lee Elementary School**General Education teacher for a split special education and general education students**

- Designed and implemented centers that ensured a differentiated approach for all students who were apart of the general education and special education classes
- Implemented different learning strategies that assisted the growth of special education students by 30%

LEADERSHIP EXPERIENCE**Mentor Teacher, Uplift Education****2018 - Present**

- Assisted with the development of content and selection of student materials that have led to a 50% growth rate
- Provided timely and constructive feedback for mentee teacher
- Coached and provided feedback for the planning and execution of lessons and classroom management

Principal Internship, J. J. Rhoads Elementary School, Dallas ISD**2016 - 2017**

- Implemented a school-wide initiative to ensure students met kindergarten readiness goals by the end of the year, leading to 75% growth
- Coached all first-year teachers on classroom management skills using *Teach Like a Champion* strategies
- Facilitated the New Teacher Academy for 14 new teachers to assist with building a community within the school, growth in classroom management skills, and to deepen the understanding of education pedagogy on a monthly basis
- Led professional learning communities between grade levels once a quarter for specific reading and math routines and behavior and academic interventions for students
- Volunteered as a committee member for a Health & Wellness Program that resulted in a school-wide health and wellness initiative with 75% attendance rate of both teachers and students

Corps Member, Teach For America**2014 - 2016**

- Selected from over 44,000 applicants to join the national teacher corps of 4,000 recent college graduates
- Participated in intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement

PROFESSIONAL ACTIVITIES & AFFILIATIONS

- Alumna Advisor for Chi Upsilon Sigma National Latin Sorority, Inc.

First Name Last Name

[e-mail](#) | 817-xxx-xxx | [LinkedIn](#)**EDUCATION**

TEXAS A&M UNIVERSITY, College Station, TX
Masters of Education in Educational Administration

May 19

UNIVERSITY OF TEXAS AT ARLINGTON, Arlington, TX
Bachelor of Arts in Criminal Justice and Criminology

Dec 14

CERTIFICATIONS/ HONORS

Principal K-12, Social Studies 7-12, Generalists 4-8, Dallas ISD Distinguished Assistant Principals Cohort 2020, Dallas ISD Distinguished Teacher, Employee of Month, Dean's List

SUMMARY OF QUALIFICATIONS

Innovative Visionary School Leader with 18 years of proven military leadership abilities and educational leadership experience in operations, departmental collaboration, and instructional leadership.

LEADERSHIP EXPERIENCE**Assistant Principal****2019-Present**

- Designed whole campus operations procedures ensuring safety and exemplar instructional practices that impacted 90 staff members and 768 students.
- Redesigned instructional practices in math and science departments to increase growth and bridge the achievement gap through Teaching Trust PLC strategies that increased data as much as 50% in comparison to the previous year.

Interim Principal**Oct 2019-Jan 2020**

- Created systems such as discipline routines, safety protocols, and observation windows to ensure efficiency of school routines, processes, and operations, which resulted in a decline in discipline issues and a rise in instructional practices.
- Motivated stakeholders with researched strategies in Site Based Decision Making Team and Parent/Teacher Association meetings to create a safe and inclusive school community to support all students' intellectual development.
- Empowered young and veteran teacher leaders to share ownership in order to achieve our school's vision of being a premier choice middle school and major goals of closing the achievement and opportunity gap.

Principal Certification Internship**2017 – 2018**

- Developed and maintained after school learning enrichment school, designed to grow student achievement levels
- Analyzed school wide data used for progressing students into district envisioned student improvement plans
- Researched innovative teaching strategies for 10 new teachers, improving teacher retainability and success
- Implemented social and emotional restorative disciplinary techniques to improve 5 teachers classroom management

PROFESSIONAL EXPERIENCE**Alex W. Spence Middle School & TAG Academy Assistant Principal- Dallas ISD****2019-Present**

- Increased community culture through partnerships with local businesses, parent involvement, and community events.
- Analyzed areas in need of improvement, to ensure an effective implementation of Campus Improvement Plan.
- Coached low performing teachers effective strategies to ensure maximum effective instructional practices.
- Coached teachers to implement high rigor strategies designed to develop dialogue and real world connections for in-classroom instruction.

Medrano Middle School Teacher/Teach For America Corps – Dallas, TX**2015 – 2019**

- Created differentiated curriculum for the Social Studies Department for 3 grade levels which impacted 900 students.
- Championed collaborative planning in creative learning with technology, that impacted 3 classes with 150 students.
- Increased community involvement through planning and executing after school community events each semester, including dances, and content nights with parent and teacher Q&A panels.
- Incorporated Diversity, Equity, and Inclusion lessons to promote social justice to connect to key events in history

MARSHALL TUCK RESUME

OVERVIEW

I believe deeply that all children deserve a quality education and that it is possible for school districts, collaborating closely with partners, to prepare all students for opportunity filled lives. I hope to lead a school district that is committed to making a transformative leap forward, which has never been more important given all that our children have been through over the last two years. I believe that my expertise in leading public-school systems and driving change through education policy and politics positions me well to help a district achieve unprecedented gains for all its students. I have led two different public-school systems, both currently serving over 14,000 students, which delivered uniquely strong student achievement results. I also have a wide range of experiences working with education non-profits, foundations, and in politics to drive positive change in public education and to push for more equity in our public schools.

EDUCATION AND PUBLIC SECTOR EXPERIENCE

Great Public Schools Now, Head of Education Recovery and Strategic Advisor

Los Angeles, 2019 - present

Served as a strategic advisor to Great Public Schools Now (GPSN), a non-profit organization focused on improving public schools in Los Angeles for children living in poverty and joined GPSN full-time in 2021 to launch the Los Angeles Education Recovery Fund (Recovery Fund).

- Launched and lead the Recovery Fund, which has raised \$10 million to fund high quality nonprofit organizations to provide additional academic, enrichment and health related supports to children in Los Angeles who were most impacted by the pandemic.
- Led the Recovery Fund's Summer 2021 initiative, which was a collaboration with Los Angeles Unified, dozens of non-profits, and key philanthropists to help ensure every student living in poverty in LA had access to in-person summer enrichment programs in their neighborhoods.
- Co-founded One Family Los Angeles, a Covid-19 relief effort, which raised approximately \$2.5 million to provide money to over 8,000 families with children in Los Angeles public schools to help them pay for food, rent, and other basic needs early in the pandemic.

Candidate for State Superintendent of Public Instruction

California, 2018

Ran for California State Superintendent of Public Instruction. Campaign was centered on the ideas that all children deserve a quality education and that big changes are needed in our public schools in order for every child to have a chance at a successful future.

- Received 5.2 million votes (49.1%) and raised \$5.4 million (most ever raised for this position) from thousands of donors.
- Earned endorsements from most major newspapers in California, from the Association of California School Administrators, and from a number of elected officials and education leaders including former U.S. Education Secretary Arne Duncan, former Los Angeles Mayor Antonio Villaraigosa, former New York Mayor Michael Bloomberg, San Jose Mayor Sam Liccardo, San Diego Mayor Kevin Faulconer, and former Congressman George Miller.

New Teacher Center, Educator in Residence/Chief Strategy Officer

Santa Cruz, 2015 - 2017

Led strategy work for the New Teacher Center (NTC) during a residency with the organization. NTC works with school districts to develop and implement high quality mentoring and coaching programs for teachers and principals. It serves approximately 25,000 teachers. NTC's programs have been proven to increase student learning in Math and English and improve teacher retention by as much as 30%.

MARSHALL TUCK RESUME

- Worked with NTC's senior leadership team to develop NTC's 2020 strategic plan. Helped NTC narrow its focus and restructure its operations in order to be best positioned to support principals, teachers, and district leaders successfully and efficiently.
- Played a key role in launching NTC's work focused on developing principals to be strong instructional leaders and helping district partners take a more integrated approach to improving instruction.
- Helped NTC secure a federal I3 grant for \$20 million to bring strong mentoring programs for new teachers to six school districts. Worked with senior leadership in the Fresno Unified School District to implement a new teacher mentoring program as a part of the grant.

Candidate for State Superintendent of Public Instruction

California, 2014

Ran for California State Superintendent of Public Instruction in the 2014 election.

- Received 2.9 million votes (47.9%) and raised \$2.6 million.
- Received endorsements from all major newspapers in California.

Partnership for Los Angeles Schools, Chief Executive Officer

Los Angeles, CA, 2007-2013

Co-founded and led the Partnership for Los Angeles Schools, a non-profit organization that took over management of some of the lowest performing public schools in the Los Angeles Unified School District (LAUSD). The Partnership was born out of a unique collaboration between the former Mayor of Los Angeles, Antonio Villaraigosa, and LAUSD. The Partnership operates 19 LAUSD schools serving over 14,000 students. Its graduation rates have grown from 36% in 2008 to 86% today.

- Led the Partnership's network of schools to achieve the highest academic improvement on state tests among all of California's public-school systems with more than 10,000 students. 4-year graduation rates at Partnership schools increased 60% and the Partnership schools showed significant improvements in college going rates, attendance rates, suspension decreases, and other key performance metrics.
- Secured commitments from private philanthropy of over \$70 million to support the efforts of the Partnership for Los Angeles Schools.
- Implemented a comprehensive, aligned instructional program that included: deep investment in school leaders; additional time for teacher leader professional development; site based coaching and mentoring programs for teachers; rigorous, relevant, standards-aligned curriculum; and social emotional learning.
- Created a Parent College to help Partnership parents become more informed advocates for their students' education. Close to 10,000 families have gone through the Parent College since its inception.
- Built relationships with many business and community organizations to bring resources and opportunities to Partnership students. Key partners included: DirectTV, Fox Sports West, Wasserman Media Group, Wells Fargo, AT&T, Gates Foundation, Broad Foundation, City Year, College Track, Vision to Learn, Inner City Struggle, and many others.
- Launched a number of new initiatives aimed at addressing some of the deep inequities impacting our most underserved schools, including paying principals more to work in the most

challenging schools; testing all 2nd graders for gifted and talented; offering teachers signing bonuses to work in hard to staff schools; and creating a School Report Card for parents.

- Played a key role in launching the Reed vs. LAUSD/State of California lawsuit and its subsequent settlement which stipulated that the lowest performing schools in LAUSD would be protected from seniority-based layoffs.
- Advised former Los Angeles Mayor Antonio Villaraigosa on key education policy initiatives and collaborated regularly with the LAUSD Board of Education.

Green Dot Public Schools, President and Chief Operating Officer

Los Angeles, CA, 2002 – 2006

Served as President and COO of non-profit charter management organization that opens new charter schools in high need areas and turns around low performing district public schools. Today, Green Dot runs 25 public charter schools serving approximately 14,000 students. Students enter Green Dot schools testing in the bottom 10% in California but are matching the graduation rate for the state. These same students are four times more likely to graduate college-ready than students in neighboring schools.

- Helped create Green Dot's first ten public charter schools in South LA, East LA, and Inglewood. Eight of those schools, which serve mostly children living in poverty, have been ranked among the top high schools in America by *U.S. News & World Report*. At these Green Dot schools, graduation rates, college acceptance rates, and proficiency rates on state tests all improved at substantially higher rates than at comparable public schools.
- Secured commitments from private philanthropy of over \$30 million. Secured over \$40 million from the State of California to fund school start-up and facilities.
- Built and led a central office organization that was responsible for the education model, school operations, finance and accounting, real estate, information technology, hiring of principals, teachers, and staff, and fundraising for all schools in the Green Dot network.
- Collaborated with CEO and Chief Academic Officer to implement a comprehensive school model focused on the following strategies: a deep commitment to serving all kids; recruiting and training high quality school leaders and empowering them to lead; strong supports for teachers and more time for professional development; rigorous, relevant curriculum; and engaging families and communities in our schools.
- Played a lead role in negotiating Green Dot's first labor agreement with its teachers union, the Asociacion de Maestros Unidos, an affiliate of the California Teachers Association.
- Led the shift in strategic direction for Green Dot to move from opening new charter schools to turning around low performing LAUSD district schools. Plan was implemented in 2007.
- Co-led the development of the Los Angeles Parents Union (now Parent Revolution), an organization created by Green Dot that focused on lifting up parents' voices in public education and helping parents organize around the goal of dramatic improvement in LA's public schools.

Other Education Experiences

- Board of Directors (current): Partnership for Los Angeles Schools and Parent Revolution.
- Strategic Advisor to Foundations (2019-2020): Advised several foundations/philanthropists on their strategies for grantmaking to education focused non-profits on California.

MARSHALL TUCK RESUME

- Fundraiser for Political Candidates and Education Initiatives (2015 – present): Volunteered significant time to help raise money for political candidates who prioritize public education and for initiatives focused on increasing funding for public schools.
- Teacher, Zimbabwe and Thailand 1997-1998: Taught Mathematics and English to students in remote rural villages in Zimbabwe and Thailand as a part of a volunteer program through Global Routes. Set up a scholarship fund for students in Zimbabwe.

PRIVATE SECTOR EXPERIENCE

Model N, Inc., General Manager

South San Francisco, CA, 2000 - 2002

- Joined Model N in its early years when it was a start-up and helped grow the organization. It is now a \$1 billion publicly traded company.
- Managed Strategic Industries Group focused on developing and selling Model N's contract and revenue management solutions to Fortune 500 companies.

Solomon Brothers, Financial Analyst

Los Angeles, CA, 1995-1997

- Participated in sourcing and execution of financings, restructurings, and mergers & acquisitions.

EDUCATION

- **Fellow** - Broad Residency in Urban Education, 2006
- **Master of Business Administration** - Harvard University, 2000
- **Bachelor of Science, Political Science** (*summa cum laude*) - University of California, Los Angeles, 1995

LANGUAGE

- Some Spanish, not fluent

REFERENCES

- Arne Duncan, Former U.S. Secretary of Education; Managing Partner, Chicago CRED
- Antonio Villaraigosa, former Mayor of Los Angeles
- Ana Ponce, CEO, Great Public Schools Now
- Ellen Moir, founder and former CEO, New Teacher Center
- Robin Kramer, Managing Director, Smidt Foundation; former Chief of Staff, City of Los Angeles
- Les Biller, former Vice Chairman, Wells Fargo; funder/advisor, Partnership for LA Schools
- Colleen Oliver, CEO, Committee for Children; former CAO, Partnership for LA Schools
- Doc Ervin, Superintendent, San Bernardino Unified School District; former Assistant Superintendent, Partnership for LA Schools
- Monica Garcia, Board Member, Los Angeles Unified School District
- Steve Barr, CEO Future is Now Schools, Founder and former CEO, Green Dot Public Schools

First Name Last Name

Phone Number • Email • LinkedIn

Education**US University***Masters of Education in Educational Leadership & Policy***City, State***June 2017***US College***Bachelor of Arts in Sociology with a concentration on Race, Culture and Society***City, State***June 2010***Professional Experience****Teach For America****City, State***Senior Leader, Programs**December 2016-present*

- Manage a team of 22 to coach and develop 350 first and second year teachers across the DFW metroplex to influence the academic achievement of over 65,000 students.
- Develop multi-year vision of teacher professional development sequence for year 1 and year 2
- Design and execute the region's strategy as a member of the leadership team resulting being ranked a top performing region in terms of team culture, stewardship of donors, and student achievement results
- Direct team of managers of teacher leadership development leading to consistently being ranked in the top 5% of teacher leadership teams nationwide
- Establish and maintain 4 key school district and community relationships to ensure long-term partnerships

*Managing Leader, Programming**June 2014-Dec. 2016*

- Developed strategic vision and managed support of Secondary Partnerships Program at Ann Richards Middle School resulting in district assessment scores increasing by 20 points and improving campus climate by 5 or more points
- Managed 6 teacher coaches with cohorts of 30 first and second year teachers in DISD, FWISD, Uplift and KIPP leading to 3 out of 4 coaches exceeding end of year achievement goals by at least 5% and exceeding corps culture goals on average by 10%.
- Collaborated with colleagues to progress team of 16 towards end of year goals through weekly team meetings, one-on-one observation & coaching, small group leadership challenges and real-time feedback
- Executed the regional hiring process for the teacher leadership development team, onboarded, trained new talent throughout the summer, and facilitated skill development throughout the school year

*Manager, Development**June 2012-June 2014*

- Created strong and supportive corps culture of 65 corps members as evidenced by above national and regional average corps culture ratings of 65% & 75%, respectively
- Designed and executed individual and group learning experiences to ensure corps members acquire critical knowledge, skills and mindsets to increase proficiency
- Analyzed student achievement data and problem-solve to prioritize and address areas of greatest impact resulting in exceeding end of year goals in comparison with peers in region and nationally by 10%
- Designed and led DFW Diversity & Inclusiveness Committee to pilot and develop critical consciousness

Independent School District**City, State***High School Social Studies Teacher**August 2010-June 2012*

- Achieved 100% passing rate (32/32) on the October 2010 *Texas Assessment of Knowledge Test (TAKS)* through the creation of differentiated lesson plans to address the diverse needs of each student
- Collected and analyzed objective data and used results to target specific student needs in classroom
- Developed Texas standard-aligned curriculum for accelerated, test-driven lessons
- Developed and implemented an *African American Male Initiative for Success Program* for target group of black males at school site in order to analyze student progress to determine needs for the school year

FIRST NAME LAST NAME

Email • Phone Number • LinkedIn

EXPERIENCE

Teach For America /City High School**2015 – Present****High School Math Teacher****City, State**

Selected as one of 4,100 out of 36,000 applicants to serve in a national service corps to teach in under-resourced communities

- Collaborated with 3 other math teachers to create lesson materials such as manipulatives, guided notes, anchor charts, PowerPoint slides and lesson plans
- Led students to achieve mastery rates on unit assessments that were 6% above the district average for all students and 9% above the district average for English language learners
- Led a group of 10 English language learners in a tutorial program that culminated in a 70% pass rate on the math state examination
- Created and implemented supplemental after-school tutorial curriculum to prepare 11th graders for the SAT
- Incorporated communication with parents in Spanish in order to effectively build and maintain relationships with 100% of parents leading to a 70% increase in parent participation from previous school year

US Health Resources**2014 – 2015****Senior Financial Compliance Analyst****City, State**

- Led cross-functional teams consisting of both accounting and clinical personnel at seven Texas Health Resources (THR) hospitals to certify the existence of over 500 fixed assets valued at over \$6 million
- Proposed new training guidelines to hospital management in order to lower error rate on expense reports from 50% to 15%
- Prepared the testing of revenue and accounts receivable between THR's accounting department and KPMG, THR's external auditor

The University of US Medical Center**2012 - 2014****Internal Auditor****City, State**

- Coordinated multiple operational and compliance audits to identify areas of non-compliance and potential efficiency improvements
- Designed year-over-year analyses of subledger accounts to identify areas requiring further audit testing
- Planned meetings between Inventory Control and various departments to set up procedures to safeguard more than 800 fixed assets which had not been properly tracked
- Assisted and collaborated with Deloitte & Touche to test the internal controls over financial reporting and accuracy of UTSW's financial statements

Ernst & Young LLP**2011 - 2012****External Auditor****City, State**

- Designed and performed procedures to test the appropriateness of financial statements and the effectiveness of internal controls
- Collected evidence to support audit findings from various client personnel including accounting controllers and human resource representatives
- Reported deviations from GAAP and proposed financial statement adjustments to audit team and client management
- Led testing areas such as contractual allowances in health care entities and derivatives in investment funds

EDUCATION

The University of US, School of Business**August 2011****Master in Professional Accounting****City, State**

- Tracks: Financial Reporting & Assurance; Managerial Accounting & Control

The University of US, College of Communication and Information Sciences**May 2010****Bachelor of Arts in Communication and Information Sciences in Public Relations and Spanish****City, State**

- Minor: General Business

CERTIFICATIONS

- Certified Public Accountant

SANDRA HINTZ

184 Tabitha Well, Philadelphia, PA
+1 (555) 822 5114

WORK EXPERIENCE

FUNDRAISING DIRECTOR

04/2017 - PRESENT

Phoenix, AZ

- Assists with the design/delivery of the annual giving campaign, including major gifts, based on approved association and center goals
- Coaching/Training/Mentoring: Key initiatives would include volunteer development, training, solicitation of donors, and coordination of staff member roles in Centers served
- Major Gifts Portfolio: Using the moves management system, oversee the major gifts relations plan as it relates to the Center Executive, and update weekly
- Participates and manages events as they are planned to support the fund development of the YMCA. Multiple capital, endowment and other donor events are hosted for awareness
- Aligns campaign with the Y's cause and strategic plan priorities
- Travel within territory 80% of the time and outside the territory 20% of the time for monthly Regional meetings and/or training
- Aligns campaign with the Y's cause and strategic plan priorities. Seeks out and identifies cause for support opportunities
- Provides vision and leadership to develop, implement, and refine a strategic plan to secure financial and other resources from current organizations and their employees within the workplace
- Researches, develops, and implements new strategies and best practices to strengthen resource development results

FUNDRAISING DIRECTOR, YOUTH MARKET

08/2012 - 03/2017

Chicago, IL

- Grows revenue by strengthening existing relationships through innovation and development of new ideas for organization and employee involvement
- Learns the nuances of UWSL corporate engagement through leading relationships in his or her own portfolio of corporate partners
- Manages, coaches, and supports a team of Corporate Engagement fundraisers
- Creates a supportive team environment focused on progressive sales techniques and develops strategies to improve related activities
- Responsible for and motivated by the success of the entire team's efforts, helping develop and implement fundraising strategies to support
- Oversees accurate use of Constituent Relationship Management (CRM) software by Corporate Engagement Advisors, especially as it relates to revenue projection and goal setting features; refines and implements best practice training of CRM tool
- Works with Business Development Manager to ensure new business companies receive the highest levels of customer service and onboarding; implements strategic plan for new business in conjunction with Sr. Director of Corporate Engagement

- Researches and implements ongoing fundraising training opportunities to provide Corporate Engagement Managers with world-class tools to better understand sales and donor cultivation and stewardship

GO RED FOR WOMEN SALES / FUNDRAISING DIRECTOR

02/2008 - 05/2012

Boston, MA

- Collaborates with others to achieve the optimal use of organizational resources; provides leadership and maintains good working relationships with colleagues
- Proven ability to build and maintain business and personal relationships
- Proven ability to innovate and operate effectively both independently and when leading a team
- Masterful ability to communicate, including: interpersonal, listening, writing, presentation and and public speaking
- Direct work, develop talent, and manage conflicts
- Work well with and inspire confidence in United Way volunteer leadership, staff, and current and prospective donors, including high-wealth, business, and community leaders
- Intermediate to advanced proficiency Microsoft and Google Suites
- Budgeting and fiscal responsibility
- Willing and able to travel within the assigned territory up to 75% locally

EDUCATION

FLORIDA ATLANTIC UNIVERSITY

2003 - 2007

School's Degree in Applicable Field

PROFESSIONAL SKILLS

-
- Revenue generation for the Go Red For Women and Festival of Wines campaigns, which includes, conducting sales calls to generate new business and manage existing donors constantly seeking additional engagement and sponsorship
 - Proven experience improving sales or fundraising results
 - Outside sales or fundraising experience, with proven track record in achieving goals
 - Relevant work experience, including proven success in sales or fundraising
 - Relevant experience in fundraising or sales
 - Basic knowledge and skill with Microsoft Office used for word processing, email, presentations, and spreadsheets
 - Proficient skill with office-related computer programs used for word processing, email, and spreadsheets

ALICE GOMEZ

Education
Technician

Contact Information

Minneapolis, MN
(680) 555-6142
agomez@example.com

Skills

- Educational Programs
- CPR
- Classroom Management
- Social Studies
- Child Care
- Special Education
- ESL
- Co-Taught
- Social Development
- Appropriate Curriculum



Employment History

Education Technician 2020 – Present
Minneapolis Public Schools • Minneapolis, MN

- Observed children and documented developmental progression, implemented training modules developmentally appropriate practices and classroom management techniques.
- Assisted in troubleshooting and repair of SCADA communication systems.
- Assist principal in school fundraisers and after school activities; work independently with little or no direct supervision.

Paraprofessional Education Assistant 2015 – 2020
Chicago Public Library • Chicago, IL

- Work with teacher to educate students with emotional and behavior disorders, cognitive disabilities, communication challenges or physical disabilities.
- Assisted teachers during daily classroom lessons with all students with a range of special needs, ages 3yrs – 12yrs.
- Explain in detail the instructional procedures to the Special Education Students.
- Assist in a variety of classrooms throughout the district with children who qualified for para support

Teacher Associate (Part-Time) 2015 – 2015
Fairborn High School • Wilberforce, OH

- Helped with child care, feeding, diapering, and teaching.
- Worked closely with the a special education teacher in the development and implementation of an Alternative 9th grade class.
- Maintain the aims and ethos of Arlington Public Schools.



Education

Some College Courses Business 2015 – 2015
Central State University • Wilberforce, OH

XXXXXXX

Address | XXXXX@gmail.com | LinkedIn URL

EXPERIENCE

Current or Most Recent Position Title

Date From-Present

Current or Most Recent Employer

City, State

- Text [Begin each bullet point with action verb; include results/impact]
- Text
- Text
- Text

Position Title

Date From-Date To

Employer

City, State

- Text
- Text
- Text

Position Title

Date From-Date To

Employer

City, State

- Text
- Text
- Text

Position Title

Date From-Date To

Employer

City, State

- Text
- Text
- Text

EDUCATION

ABC University, School or College [if applicable]

City, State

Master of XXXX

Date From – Date To

Cumulative GPA: X.XX/4.00

ABC University, School or College [if applicable]

City, State

Bachelor of XXXX

Date From – Date To

Cumulative GPA: X.XX/4.00

ADDITIONAL

- Professional certifications and/or professional association memberships
- Languages: Language 1 (Level); Language 2 (Level) [Optional] [Levels: Basic, Intermediate, Advanced, Native or Fluent]
- Volunteer service [Optional, use as a differentiator]

FIRST NAME LAST NAME

Address · Phone

Email · [LinkedIn Profile](#) · [Twitter/Blog/Portfolio](#)

To replace this text with your own, just click it and start typing. Briefly state your career objective, or summarize what makes you stand out. Use language from the job description as keywords.

EXPERIENCE

DATES FROM – TO

JOB TITLE, COMPANY

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

DATES FROM – TO

JOB TITLE, COMPANY

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

EDUCATION

MONTH YEAR

DEGREE TITLE, SCHOOL

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.

MONTH YEAR

DEGREE TITLE, SCHOOL

It's okay to brag about your GPA, awards, and honors. Feel free to summarize your coursework too.

SKILLS

- List your strengths relevant for the role you're applying for
- List one of your strengths
- List one of your strengths
- List one of your strengths

ACTIVITIES

Use this section to highlight your relevant passions, activities, and how you like to give back. It's good to include Leadership and volunteer experiences here. Or show off important extras like publications, certifications, languages and more.



Your Name

Phone

Street Address, City, ST Zip Code

Email

Website

Objective	Check out the few quick tips below to help you get started. To replace any tip text with your own, just select it and start typing.
Skills & Abilities	On the Design tab of the ribbon, check out the Themes, Colors, and Fonts galleries to get a custom look with just a click.
Experience	<p>Employment #1 Dates From – To Job Title #1, Company Name #1</p> <ul style="list-style-type: none"> This is the place for a brief summary of your key responsibilities and most stellar accomplishments for company #1. Accomplishment #2 <p>Employment #2 Dates From – To Job Title #2, Company Name #2</p> <ul style="list-style-type: none"> This is the place for a brief summary of your key responsibilities and most stellar accomplishments for company #2. Accomplishment #2
Education	<p>School Name – Location – Degree Date of graduation You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.</p>
Communication	You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.
Leadership	Are you president of your fraternity, head of the condo board, or a team lead for your favorite charity? You're a natural leader—tell it like it is!
References	<p>Reference Name Title, Company Contact Information</p>



COVER LETTER 101

WHY DO I NEED A COVER LETTER?

A cover letter provides detailed information on why you are applying to a job and how you are qualified (beyond simply what your resume/LinkedIn highlights). With that, don't simply repeat what's on your resume; instead answer three questions:

1. Who are you?
2. Why this job/company?
3. What makes you the best candidate?

Your cover letter is a sales pitch that can help illuminate skills and experiences you cannot articulate on your resume, which will help you land an interview



BEFORE YOU WRITE

RESEARCH: Before you begin writing your cover letter, be sure you have a deep understanding of the job and company to which you are applying. Research the company's mission, values, purpose, and more. Consider how your values and experience align with their vision for their organization.

REVIEW: Next, dive into the job description. A good strategy is to print out a hard copy and mark it up: highlight, make notes about connections between the job and your transferable skills, and most importantly, look for the skills highlighted throughout—these are the important traits they are looking for and what you should highlight in your cover letter.

4 STEPS TO WRITING YOUR COVER LETTER

PARAGRAPH 1: **WHO ARE YOU?**

First, grab the reader's attention and announce your qualifications.

Next, in one sentence, (indirectly or directly) describe what intrigues you about this organization and/or position.

In closing, provide your elevator pitch in the form of *one powerful sentence* highlighting the key skills you will emphasize in the following paragraphs.

PARAGRAPH 2: **WHY THIS JOB AND COMPANY?**

Most applicants skip this part entirely, so doing this will already set you apart!

Regardless of your skills and experiences, the employer wants to know why *you* want this job. Research the company, read articles about the industry/role, and talk to your network.

If you're struggling, ask yourself: *should I be applying to this job?*

PARAGRAPH 3: **WHAT MAKES YOU THE BEST?**

This should be the bulk of your letter and where you articulate why *you* are the best candidate.

Don't simply list everything on your resume; *show* that you understand the complexities of the job by giving specific, translatable examples of your professional accomplishments.

Include key terms from the job description and tie each skill to how it would benefit the organization.

PARAGRAPH 4: **SALUTATIONS & NEXT STEPS**

In this final section, summarize the qualifications you highlighted in the third paragraph in one sentence.

In addition, be sure to indicate that you look forward to hearing from the company and that you are excited and passionate about this particular opportunity.

ADDITIONAL TIPS

- Your letter should be $\frac{3}{4}$ to 1 page in length—long enough to sell yourself, but not too long to bore the reader.
- Proofread! Be sure to review your cover letter multiple times for clarity, correct grammar, and typos. Even better—have someone else review it for you!
- DON'T use "To Whom It May Concern"—with the wonders of Google and modern technology, you should be able to find the name of someone to whom to address your letter. Here is a list in order of preference to address your letter: 1) the hiring manager (the person who would be your boss), 2) the head of the team to which you are applying (your boss's boss or higher), or as a last resort, 3) the recruiting manager or someone in HR. *Side note: do not assume gender/marital status and avoid ma'am, sir, Ms./Mrs./Mr., etc.—just stick to first & last name.*
- DON'T provide or mention references. This is an outdated practice; employers know they can request references from you.
- DON'T focus on the skills/experience you lack. Humility is definitely a value to many employers; however, your cover letter is not the time to point everything you are lacking. Instead stay positive and highlight your transferable skills and experiences!

REAL-LIFE EXAMPLES:

PARAGRAPH	EXAMPLES
1. WHO ARE YOU?	As an educator with over five years of experience building partnership with families, developing curriculum for over 36 schools, and executing culturally relevant and rigorous pedagogy, I am ready to make a larger impact in supporting students and teachers achieve the best outcomes. Through each of the positions I have held at various types of institutions and organizations, I have been relentlessly committed to ensuring the overall success of students by providing them with the knowledge and resources to successfully finish their degrees. I know that combining my passion for effective academic advising, my experience working with diverse students, and my excitement about furthering Brookhaven College's student success approach to education makes me the perfect addition to the Multicultural Center Academic Advising team.
2. WHY THIS JOB AND COMPANY?	Brookhaven College's students, staff, faculty, and alumni deserve the very best educators. I am confident that my professional knowledge, skills, and passions would provide excellent postsecondary experiences to students. Through my contributions to the college, I believe that I can help transform the lives of students by providing experiences to prepare them to be responsible and productive leaders of society.
3. WHAT MAKES YOU THE BEST?	I have two years of experience teaching high school students in Dallas as well as preparing them for college by educating them about the various processes and knowledge needed to navigate the admissions process and the university setting. I know that this experience would allow me to develop and nurture relationships with students while advising them about college policies and procedures.
4. SALUTATIONS & NEXT STEPS	Throughout my career, I have successfully built relationships with students from diverse backgrounds and proven my ability to produce strong results while managing multiple projects with competing deadlines. I would love the opportunity to speak with you further about how my various skills and experiences could contribute to the great work you are doing at Brookhaven College.



Additional Resources

As a TFA alum, you have access to additional resources to support your resume and cover letter building. Check these out below.

Additional resources on TFA Career Connect

- [Get started on TFA Career Connect](#)
- [View video tutorial](#) about accessing resources

Dig Deeper with Your Cover Letter

- Utilize Jobscan's [Cover Letter Optimizer](#)
- Connect with alumni who work for/have worked for the organization you are applying to by finding them on [TFA Career Connect](#) and asking for their insight on your cover letter

Take Your Resume to the Next Level

- [Download a free resume guide](#) from TFA alumna Alana Henry's business, The Writique
 - The resource includes tools like verbs for your resume and how to navigate applicant tracking systems

Want to learn more about TFA alumni resources?

Visit alumni.teachforamerica.org