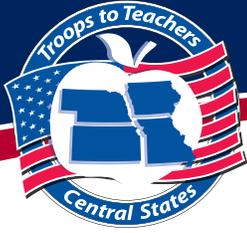


# TROOPS TO TEACHERS



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## WHAT ARE RECRUITERS LOOKING FOR?

*January 13, 2015*

Many candidates ask themselves, "What are recruiters looking for? How do I set myself apart from other applicants?" Whether your field is education or otherwise, I have settled upon two main pieces necessary to impress the recruiters/interviewers: likability and trustworthiness. Employers want to like and trust you because it's not enough to simply be smart anymore. You must marry your technical skills with interpersonal skills to be the full package.

Likability includes social and emotional intelligence. If we are defining emotional intelligence as one's capacity to monitor, identify, and regulate one's emotions for more efficient thinking and behavior and social intelligence as one's capacity to effectively navigate social relationships and situations to a desired end, then the sad reality is that many adults across the globe lack proficiency in one or both subareas of likability. What's more is that some educators have not developed sufficient interpersonal skills to transmit to students, who spend the bulk of their waking hours observing and emulating their teachers' behavior.

In regards to trustworthiness, the subareas are character and technical skills. More to the point, can employers trust you to do the right things with the right motives at all times for the school? Let's assume yes. Then can they trust your technical skills to affect positive results in the classroom or school? Do you have data of past results that corroborate your pedagogical skills?

If you align with the principles above, then it behooves you to stress that from the very first introduction to a recruiting rep or an HR person because with varying degrees of cognizance, they are looking for these traits in every candidate. Emphasize these traits successfully, and you are most likely to receive a call back.

Matthew Lopez  
Associate Director of Talent  
Atlas Preparatory School  
Colorado Springs, CO

[http://blogs.edweek.org/topschooljobs/careers/2015/01/what\\_are\\_recruiters\\_looking\\_for.html?utm\\_source=feedblitz&utm\\_medium=FeedBlitzRss&utm\\_campaign=careercorner](http://blogs.edweek.org/topschooljobs/careers/2015/01/what_are_recruiters_looking_for.html?utm_source=feedblitz&utm_medium=FeedBlitzRss&utm_campaign=careercorner)



## STANDING OUT: IN PERSON AND ON PAPER

What makes you different from other candidates searching for a teaching position? What would be on your resume that would make an administrator want to keep reading?

When school entities look to hire teachers, they know that they are making an investment. The most critical component of your resume is your certification area; after all, your primary role is to teach. An administrator is most likely to stop reading if the only item of interest is your certification area.

Field experiences and student teaching highlight the limited time in a classroom that you have accumulated during your teacher preparation program. Administrators understand that your experience is going to be limited and know that this will be your first teaching position, however if you do not have much experience, the best thing that you can do is highlight what else you can offer.

Do you have a special talent or skill that you can share?

Administrators are looking for good teachers and people who are willing to contribute to the school community. One question that an administrator may ask during the interview may focus on what else you can bring in addition to teaching. Consider highlighting the organizations, activities, skills and interests that you have experienced over time. For example, if you have an interest in theatre or dance, are you willing to lead a student club or group? If you are an athlete, is there a sport that you can coach?

Have you volunteered for years for a certain group like the Special Olympics or Make a Wish? If so, it may be possible that you can be the missing link that can bring new opportunities to students.

With limited experience in the field, you can rely on other experiences to bolster your resume and provide talking points during the interview. Everyone student teaches. Administrators want to know what else you can do.

Matthew J. Erickson, Ed.D.  
Assistant Professor - Special Education Department  
Slippery Rock University, Pennsylvania

[http://blogs.edweek.org/topschooljobs/careers/2014/12/standing\\_out\\_in\\_person\\_and\\_on\\_.html](http://blogs.edweek.org/topschooljobs/careers/2014/12/standing_out_in_person_and_on_.html)



TROOPS TO TEACHERS



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## TEACHING PORTFOLIO: PICKING THE PERFECT PLATFORM

By AAEE on September 30, 2014

Having a teaching portfolio can provide a competitive edge during the interviewing process. This tool is your way to showcase your accomplishments, teaching style, organization skills, technical skills, and overall passion for education. However, the teaching portfolio is seen differently depending on the reviewer and the avenue in which the information is presented. For example, a principal will view your portfolio in an entirely different way from the human resources director. There are three types of portfolios you can create: trifold portfolio, electronic portfolio and hard copy portfolio.

A trifold portfolio should be a small version of your main portfolio. This portfolio should be used during teaching recruitment fairs. A trifold is used instead of a binder containing all of your materials because you can leave it with the employer along with your résumé.

An electronic portfolio is a great portfolio to have because you can include videos of you teaching in the classroom. This portfolio should include everything that your main portfolio has, however, it should be more interactive for the reviewer. The best way to inform potential employers of your electronic portfolio is by including your web address in the personal information section on your résumé and in your cover letter.

A hard copy portfolio is a three-ring binder containing a variety of documents. This portfolio should serve as your main portfolio. You should have two copies of this main portfolio: the original and one containing copies of everything. The original main portfolio should contain all of your original documentation; the second (containing copies of everything) is what you will bring with you on interviews. When you bring this portfolio with you, make sure to use it. When the interviewer says "Describe a successful lesson plan you implemented," use the portfolio to show the successful lesson plan and talk the interviewer through it.

To create your portfolios, begin collecting documentation as you go. Do not be afraid to include a few unsuccessful items in your portfolio as it displays growth. This is your time to shine so enjoy the stage!

Tradara McLaurine, Assistant Director Career Center, Indiana State University

[http://blogs.edweek.org/topschooljobs/careers/2014/09/teaching\\_portfolio\\_picking\\_the.html](http://blogs.edweek.org/topschooljobs/careers/2014/09/teaching_portfolio_picking_the.html)



## STATE TEACHER JOB VACANCY SITES

**Looking for a new job?** These are some links that may prove useful for finding certified and substitute teaching jobs. For a more complete listing go to our website:

**WWW.TROOPSTOTEACHERS.MO.GOV**

**MO:** <http://www.moteachingjobs.com/>

**IA:** <http://www.iowaeducationjobs.com/>

**NE:** <http://www.nebraskaeducationjobs.com/>

**KS:** <http://www.kansasteachingjobs.com/>

## MISSOURI/IOWA/ NEBRASKA/KANSAS

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John Hose, Education Specialist

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### Missouri Department of Elementary and Secondary Education

Veterans Education and Training Section

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**<http://www.education.ne.gov/tcrt>**

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**website: [www.kdse.org](http://www.kdse.org)**

## TROOPS TO TEACHERS MENTORS

We are pleased to have a list of mentors on our web site. These people have successfully been through the process from start to finish. They are offering their thoughts, insights, and encouragement to others pursuing their goals of becoming teachers.

### WANT TO BECOME A MENTOR?

The advice and guidance you will provide is invaluable to fellow veterans interested in starting careers as K-12 public school teachers.

### WOULD YOU LIKE TO VOLUNTEER TO BE A MENTOR?

Visit: [DESE.TroopsToTeachers@DESE.mo.gov](mailto:DESE.TroopsToTeachers@DESE.mo.gov) or

click here to join us: <http://dese.mo.gov/sites/default/files/TTT-MENTOR%20CONNECTION-%202006-14.pdf>

# VETERAN'S EDUCATION & TRAINING SECTION

## MISSOURI STATE APPROVING AGENCY



## VETERANS CURATION PROGRAM

The Veterans Curation Program (VCP) provides veterans with tangible work skills and experience through rehabilitation and preservation of federally owned or administered archaeological collections.

### VCP Metrics as of December 2014

- 203 Veterans have been employed by the VCP
- 118 Veterans (69%) have obtained permanent jobs
- 35 Veterans (20%) have continued their education at colleges, universities, and in certificate programs
- 31 Veterans are currently working in VCP laboratories

## JOBS FOR VETERANS

### Background

Since 2009, the U.S. Army Corps of Engineers, St. Louis District, has contracted cultural resources firms to manage the Veterans Curation Program (VCP). This program employs and trains post-9/11 veterans in archaeological collections processing. JMA a CCRG Company, New South Associates, Inc., and Statistical Research, Inc., operate three VCP laboratories located in Alexandria, VA, Augusta, GA, and St. Louis, MO.

### VCP Participants

Veterans, primarily from the Afghanistan and Iraq conflicts, are employed for up to 5 months in both part-time and full-time positions. The VCP provides veterans with an opportunity to receive competitive pay while learning new job skills through technical training in a peer-to-peer veterans' environment.

### Veterans acquire skills, including:

- Computer database management Records management
- Microsoft Office® software proficiency
- A knowledge of archaeology & history
- Increased interpersonal communication skills
- Photographic and scanning technologies
- Processing & curation of archaeological collections
- Vocabulary & writing skills

The work products developed in archaeological curation readily translate to entry level skill sets for the museum, forensics, administrative, and records management fields. Jobs at the VCP are tailored to fit the capabilities of disabled veterans.

*Continued on next page*



Photographs Courtesy of the U.S. Army Corps of Engineers.

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**Sharon Sawyer:** Secretary

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573.751.3487

### Veterans Education & Training Section C/O Penn Valley Community College Pioneer Campus

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Kansas City, MO 64127  
816.241.1705

### Veterans Education & Training Section C/O Truman Middle School

Room 29  
12225 Eddie and Park Rd.  
St. Louis, MO 63127  
314.729.2444



The Assistant Secretary of the Army (Civil Works) Ms. Jo-Ellen Darcy, speaking at the Augusta public opening stated, "No group of people has done more to forge our national identity throughout history than the veterans who have served and sacrificed for the nation."

To apply, visit: <http://www.VeteransCurationProgram.org>

Alexandria,  
571-312-4717

Virginia Augusta,  
706-210-5927

Georgia St. Louis, Missouri  
314-436-1312

## CREDENTIALING THE MILITARY

### American Legion summit aims to enhance professional skills in the Armed Services

The licensing, credentialing and certification of service members was a major topic at The American Legion's National Credentialing Summit in Washington was on Feb. 17-18.

The event examined best credentialing practices in the private sector that recognize the military training and experience of veterans in the job market.

"Credentialing in the civilian job market needs to take into account all the skills and training that veterans bring with them from the military," said Joe Sharpe, director of the Legion's Veterans Employment and Education Division. "But the Department of Defense also stands to benefit by providing its forces with more credentials from the private sector – it boosts the level of professionalism."

Sharpe said that DoD's readiness level could be boosted in many areas by issuing credentials available to civilian workers; for example, providing aircraft mechanics with A & P (aircraft and power plant) licenses issued by the Federal Aviation Administration.

"One way that service members can get more out of their military experience is to offer them the chance to get civilian licenses and credentials," Sharpe said, "and to increase their own knowledge and expertise. That kind of specialized training makes the military work force even stronger."

One program to help military truck drivers get civilian credentials was developed by the Teamsters Union; it provides, through the Teamster Military Assistance Program, additional training to help service members earn commercial drivers' licenses. James P. Hoffa, the union's general president, is a featured speaker at the summit.

Credentialing the military in ways that make sense to its mission and force structure, Sharpe said, will also help with recruitment. "Young men and women will see military service as an even more attractive option if it includes credentials that will help them later in the private sector."

The American Legion and the military are strong partners on the credentialing issue. Sharpe and his staff share expertise with DoD and work with its state liaison offices, which offer assistance to state legislators. Sharpe said the military has already embraced credentialing as a way to further professionalize its forces. For example, the Armed Forces offer COOL (credentialing opportunities online) programs to their service members.

"DoD wants to build on what it has already accomplished," Sharpe said. "That's why we're having a session on the military's approach to credentialing. That's why General (David) Perkins is speaking at our summit." Perkins is commanding general of the U.S. Army Training and Doctrine Command in Fort Eustis, Va.

A dedicated toll-free hotline is now available  
**FOR SCHOOL CERTIFYING OFFICIALS (SCOS) ONLY.**

**Toll-free hotline number 1 (855) 225.1159**

The hotline is available from 7:00 am to 5:00 pm, Central Time. SCOs must provide the school's facility code and be listed as a designated VA school certifying official to receive assistance through the dedicated hotline.

TO FIND OUT IF YOU ARE ELIGIBLE FOR VETERANS EDUCATION AND TRAINING BENEFITS, OR TO SEE HOW MUCH YOUR ENTITLEMENT IS, CALL 888.442.4551.



### SWEET DREAMS PILLOW

The Sweet Dream Picture Pillows are available to the children of any family whose father or mother is on active duty and will be absent from their family for at least three months.

Visit our website at:

<http://www.pillowprojectusa.com>

**SHARE THIS NEWSLETTER** This newsletter is being e-mailed to one person at each school. Please share this newsletter with all other Certifying Officials, Education officers, Unit Commanders and personnel, the Bursar's or Comptroller's Office, Human Relations office, Financial Aid Office and other interested individuals at your school/business/Unit.

It is extremely important that the information in this newsletter receives the widest dissemination in order that veterans receive the GI Bill and other educational benefits to which they are entitled. If you are reading this, email: [john.parker@dese.mo.gov](mailto:john.parker@dese.mo.gov) to receive a gift.



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**Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act) 205 Jefferson Street, Jefferson City, MO 65102-0480p: 573.526.4757 or Relay Missouri p: 800.735.2966.**

## KANSAS

### HOW EDUCATORS TOOK BACK AN EDUCATION REFORM PLAN FROM POLITICIANS IN KANSAS

When they're not talking about how to fund education in the Kansas Statehouse, they're talking about how to change it. How to improve it. How to get better results with the same money.

Six school districts across the state are now rolling out something that may do all of that. The school districts in Concordia, Marysville, McPherson, Blue Valley, Hugoton and Kansas City, Kan., are all part of something called the Coalition of Innovative School Districts and they all want, among other things, to license teachers differently. In a way, they say, that works best for them. "We kind of think of ourselves as a think tank. And we'll try out some things and if they're good, how do we scale that for everyone else," says McPherson Superintendent Randy Watson who becomes Kansas Education Commissioner in July.

The Innovative District law essentially lets any district whose plan is approved to opt out of almost any state public education law or regulation. There are certain financial regulations which they must follow and the law does not let them opt out of federal regulations. The roots of these innovative districts are deep in conservative education doctrine and the idea was championed by some of the most conservative members of the Kansas Legislature. The Innovative School District idea sprung out of model legislation two years ago from ALEC, the American Legislative Exchange Council, a conservative group funded by the Koch brothers.

And most educators and some lawmakers absolutely believed this was an attempt to undermine teacher collective bargaining in Kansas.

"We were worried that school districts might be more interested in getting out of collective bargaining agreements or due process provisions or something than actually doing something different," says Mark Desetti who directs legislative and political affairs for the Kansas National Education Association (K-NEA), which represents most teachers in the state.

But as the process moved along something happened. Educators took over the process from politicians and, says Desetti, innovative districts are today a little less scary.

"At least so far we haven't seen the kind of abuses that were possible under this legislation and I would hope that it would continue that way," he says.

Soon-to-be education commissioner Randy Watson says it took a lot of meetings and some political skill to get there, but the Coalition of Innovative Districts seems to be on the right track.

To read the full article go to: <http://kcur.org/post/how-educators-took-back-education-reform-plan-politicians-kansas>

More information about educator preparation in Kansas can found at [www.ksde.org](http://www.ksde.org)

## MISSOURI

### ASSISTANT COMMISSIONER NAMED FOR OFFICE OF QUALITY SCHOOLS

The Department has chosen Chris Neale, Ed.D., to fill the recently vacated position of assistant commissioner for the Office of Quality Schools. Dr. Neale will assume his new duties on July 1, 2015. Dr. Neale currently serves as superintendent of the Gasconade County R-I Schools in Hermann, Mo., and has also worked in Houston R-I and Lebanon R-III school districts in Missouri. He holds a bachelor's degree in music education from Central Methodist College in Fayette, Mo., a master's degree in education from Southwest Missouri State University, and education specialist and doctorate degrees from the University of Missouri-Columbia.

#### Department Names Two to Top Posts

The Department has chosen two candidates to fill recently vacated positions within its executive leadership. Stacey Preis, Ph.D., has been named Deputy Commissioner for the Division of Learning Services, and William (Bill) Thornton has been chosen as general counsel. Dr. Preis has been serving as assistant commissioner for the Department's Office of Early and Extended Learning since 2014. Prior to coming to the Department, Dr. Preis worked as executive director of the Joint Committee on Education for the Missouri General Assembly. She has also worked in various capacities for the University of Missouri-Columbia and began her career as a high school English and journalism teacher in Jefferson City Public Schools. Dr. Preis holds a bachelor's degree in English, a master's degree in education and a doctorate in educational policy studies, all from the University of Missouri-Columbia.

Bill Thornton comes to the Department from his previous post as general counsel for the Department of Higher Education, a position he has held since 2011. Mr. Thornton previously worked for the State of Kansas as Secretary of Commerce under former Governor Mark Parkinson. Prior to that, he practiced law for several years with private firms. Mr. Thornton holds a bachelor's degree in English literature and communications from Benedictine College in Atchison, Kansas, and a law degree from Washburn University School of Law in Topeka, Kansas. His first day with the Department will be February 9, 2015.

"We are proud that people of the caliber of Stacey Preis and Bill Thornton are working with the Department," said Commissioner of Education Margie Vandeven. "We are certain their backgrounds and expertise will serve the state well as Missouri continues to strive toward our goal of ranking among the top ten states in education by 2020."

<http://www.hermannadvertisercourier.com/wp-content/uploads/2014/10/neale-web.jpg>

More information about educator preparation in Missouri can found at [dese.mo.gov/eq/ep/](http://dese.mo.gov/eq/ep/).





## IOWA STATEWIDE ENROLLMENT CONTINUES TO CLIMB

For the fourth year in a row, the overall number of students enrolled in Iowa's public schools for the 2014-15 school year increased from the year before, according to the official certified enrollment report released today by the Iowa Department of Education.

This pattern follows 17 years of declining enrollment. However, the rate of growth is slowing and is expected to plateau in the years to come. A total of 480,772 students in kindergarten through 12th grade enrolled in public schools during the 2014-15 school year, compared to 478,921 students in 2013-14 (an increase of about .4 percent). The statewide enrollment increase is due in part to an upsurge in birth rates from 2003 to 2008. Birth rates spiked in 2007 but have decreased in recent years.

"We expect that statewide student enrollment will follow the same pattern in the next few years," said Jay Pennington, chief of the Department's Bureau of Information and Analysis. Despite the statewide enrollment increase in 2014-15, a majority of the state's 338 school districts (52 percent) had declining enrollment. The smallest districts faced the largest losses: Well over 60 percent of districts with fewer than 600 students saw enrollment decline in 2014-15 from the year before. Of those smallest districts, well over 70 percent experienced declining enrollment in the past five years, from 2010-11 to 2014-15.

However, a majority of larger districts with student populations of 1,000 or more posted enrollment gains in 2014-15 – with the larger the district classification, the larger the gain.

Of the largest district classification (7,500 students or more), nearly 73 percent experienced enrollment increases. The increase is even more noteworthy when incorporating enrollment counts from the last five years: Nearly 82 percent of the largest districts experienced enrollment increases.

<https://www.educateiowa.gov/article/2015/01/30/statewide-enrollment-continues-climb>

More information about educator preparation in Iowa can found at <http://educateiowa.gov/>

## NEBRASKA NEBRASKA MOVES TOWARDS CHANGES IN ACCOUNTABILITY IN EDUCATION

Nebraska is in the process of applying for a waiver from the much-criticized federal No Child Left Behind law. How might the decision affect accountability in Nebraska schools? The decision was made in November last year by the State Board of Education: Nebraska would join 45 other states, as well as the District of Columbia, the Bureau of Indian Education, and Puerto Rico in applying for a waiver from No Child Left Behind. But why, and why now? It's raised the question whether No Child Left Behind, or NCLB, should be seen as a success or failure. According to Brent Cejda, chair and professor in the Department of Educational Administration at the University of Nebraska-Lincoln, there are really two answers:

"It's made us think about things in a different way, but the standards that have been set are impossible to meet." No Child Left Behind is federal legislation enacted in 2001 as a way to hold states accountable for students' academic success. The federal government sets proficiency levels for subjects like reading and math. If a school fails to meet those levels at 100 percent, it faces penalties- including cuts to funding. "It was a change from the federal government doing incentive funding. 'If you will do this, we will provide you additional funding,' to an outcomes-based funding model," Cejda explained.

The outcome, however, has not been so great. One after another, states have found it difficult for their schools to meet the high standards set by NCLB. Nebraska has been no exception. Thirteen years after it was enacted, almost half of the state's schools now reside on NCLB's "Needs Improvement" list. Everett Elementary School, located in downtown Lincoln, is one of those schools. For the past six consecutive years, it has made the list- making it one of the three worst offenders in the state.

"We get that failing mark every year and it's just one measure at one point in time but yet that becomes how people view us and how our community views us and that's really not fair," principal Michelle Suarez said. Everett is a very diverse school. Over 60 percent of its student population is comprised of English-as-a-second-language learners. That makes NCLB's main instrument to determine proficiency, the standardized test, a large obstacle to overcome. "One of the primary things that we look at is that our kids are learning English. That's pretty challenging to be able to take tests in English if you don't know the language," Suarez said.

And that isn't the only difficulty schools like Everett face. Everett is categorized as a Title I school- meaning it receives federal funding for low-income students. The sanctions for Title I schools on the "Needs Improving" list can range from having to offer tutoring services and transportation for students who want to attend another school, to a complete reorganization of the school. That can also include an overhaul of staff. According to Matt Blomstedt, Commissioner at the Nebraska Department of Education, those penalties can undermine a school's stability.

"The policy underneath NCLB is to basically destabilize the environment by saying, 'Remove the principal, remove your staff, and that seems counterintuitive to the type of strategy that would actually turn that building around,'" Blomstedt said. "When you dive down into it, it's just simply that you're going to lose those resources. To read the full article go to:

<http://netnebraska.org/article/news/956288/nebraska-moves-towards-changes-accountability-education>

More information about educator preparation in Nebraska can found at [www.education.ne.gov/tcert](http://www.education.ne.gov/tcert)

