



FEA Ohio 2014 Job Application Competition

I. Contest Purpose

The Job Application Competition is an opportunity for FEA members to develop and practice their cover letter and résumé writing skills, as well as their interview skills. In this competition, entrants apply for a position as a classroom teacher assistant. This includes submitting a cover letter explaining why the entrant is a good candidate for the position, as well as a résumé that details relevant work, volunteer, and educational experiences.

Judges will review the cover letters and résumés and — just like any job application process — will select the top 3 candidates to be interviewed for a classroom teacher assistant position. Interviews will take place on-site at the FEA Ohio competition. The interview will be conducted like any standard job interview. The judges will act as the school's hiring committee and will ask questions of the job candidates one at a time. The candidate who submits the strongest cover letter and résumé and performs the best in the interview will be honored as the winner at the FEA Ohio award ceremony.

This competition is cross-walked with the following Education and Training Career Cluster Knowledge and Skill Statements: ESS02, ESS04, ESS09, and EDC09.

II. Eligibility for Entry

Read and follow carefully all competition rules and guidelines listed on the Consolidated Competition Entry Form.

III. Procedures

- Entrants will apply for the following teaching assistant position: **Classroom Teacher Assistant — Grade 7** (see job description included.)
- The cover letter must follow a standard cover letter format, including the return address of the entrant; the date; the complete name, address, and title of the recipient; a salutation; the body of the letter; and the closing.
- The cover letter must be typed in 12-point font and written in English. It should not exceed one page.

- The cover letter should complement, not duplicate, the entrant's résumé. The cover letter should explain the reasons for the entrant's interest in the position and school and identify his or her most relevant skills or experiences. The letter should express a high level of interest and knowledge about the position.
- The résumé must follow a standard résumé format and should highlight relevant job and volunteer experience, education, and leadership roles. The résumé should be clear and concise. Bullet points should be used to highlight strengths, accomplishments, and specific experiences.
- The résumé should be typed in 12-point font and written in English. It should not exceed two pages.
- The résumé should include at least two references.
- All information in the cover letter and résumé must be accurate and supported. Information should not be fabricated.
- The top 3 entries will be invited to participate in the on- site interview component of this competition at the FEA Ohio Conference. The advisors of the contestants who qualify for the interview phase will be notified prior to conference.
- The interview will last for approximately 15 minutes. All contestants will be asked the same interview questions. Questions will be the typical questions one might expect in any job interview. Questions will be asked by a panel of judges acting as the school's hiring committee.
- Students must be professionally dressed. Five points will be deducted from the entrant's score for failure to dress appropriately.

IV. Guidelines

Read and follow carefully all guidelines listed on the FEA Ohio 2014 Job Application Competition – Scoring Rubric.

V. Judging and Awards

The judges' decisions are final.

Scoring is based on the Job Application Competition rubric (see **Judge's Rating Sheet** included).

The top 3 finalists will be recognized at the FEA Ohio Conference. The top three winners will be awarded.

Mail Cover Letter and Resume (10 extra points will be awarded if received on or before) by January 10th, 2014 to:

Ohio Department of Education
 Attn: Patty Griffin, FEA OHIO
 25 S. Front St., Mail Stop 505
 Columbus, OH 43215.

Position: Classroom Teacher Assistant (Grade 7)

Application Deadline: January 10, 2014

A. JOB DESCRIPTION

Title: Teacher Assistant

Qualifications:

1. Some teacher preparation coursework at the high school level
2. A proven ability to work in a polite and friendly manner with many different publics
3. Must have strong communication and organization skills and be able to work with others

B. JOB GOAL

Jefferson Middle School is seeking a classroom teacher assistant. Candidates should be able to assist in creating a flexible program appropriate for 7th-grade students and a class environment favorable to learning and personal growth. Candidates will be responsible for establishing effective relationships with students and motivating students to develop skills, attitudes, and knowledge needed to provide a good foundation for high school education. Candidates will also be responsible for establishing good relationships with parents and other staff members.

C. PERFORMANCE RESPONSIBILITIES

(Include but are not limited to):

1. Assist classroom teacher with instruction of reading, language arts, social studies, mathematics, science, health, or other assigned subjects, using the curriculum adopted by the school as well as other appropriate learning activities
2. Help develop lesson plans and instructional materials
3. Assist with individualized and small group instruction to adapt the coursework to the needs of each student
4. Help translate lesson plans into learning experiences
5. Help establish and maintain standards of student behavior, creating a positive class atmosphere that promotes learning

6. Assist in evaluating students' academic and social growth by keeping appropriate records and preparing progress reports
7. Help communicate with parents/keep parents aware of student's progress by participating in parent-teacher conferences, as well as other means of communication
8. Help identify student needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems
9. Help create an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers
10. Help supervise students in out-of-classroom activities during the assigned working day as appropriate
11. Help administer group standardized tests in accordance with district testing program
12. Perform such other tasks and assumes such other responsibilities as may from time to time be assigned by the classroom teacher and/or principal

Starting Date: August 1, 2014

Position Type: Part-time

Positions Available: 1

Please send application materials to:

Jefferson Middle School
Attn: Principal Robert Anderson
408 Oak Street
Urbana, IL 61801

(Create an envelope, but DO NOT MAIL IT)

Cover Letter Rubric

Criteria	20 - 18 Exceptional	17 – 14 Innovative	13 – 10 Commendable	9 -6 Competent	5 - 1 Emerging	Score
Format	Complies with ALL aspects of a standard cover letter format that includes: the return address of the entrant, the date, the complete name, address, and title of the recipient, a salutation, the body of the letter and the closing	Complies with MOST aspects of a standard cover letter format that includes: the return address of the entrant, the date, the complete name, address, and title of the recipient, a salutation, the body of the letter and the closing	Complies with SEVERAL aspects of a standard cover letter format that includes: the return address of the entrant, the date, the complete name, address, and title of the recipient, a salutation, the body of the letter and the closing	Complies with a FEW aspects of a standard cover letter format that includes: the return address of the entrant, the date, the complete name, address, and title of the recipient, a salutation, the body of the letter and the closing	Complies with 75% or less of the standard cover letter format that includes: the return address of the entrant, the date, the complete name, address, and title of the recipient, a salutation, the body of the letter and the closing	
Compliments the Resume without duplicating it.	Content of letter enhances and compliment the resume without duplicating it in any way	Content of letter enhances and compliments the resume, but has some repetition in the two documents	Content of letter somewhat compliments resume, but contains several instances of repetition of information that are in the resume	Content of letter repeats information in resume. Barely any new information about candidate is documented in cover letter	Cover letter and resume are the identical; they are just a different format	
Content of letter explains reason for his or her interest in the position.	Ideas were expressed in a clear and organized fashion. Easy to figure out the intent	Ideas were expressed MOSTLY in a clear and organized fashion. It was MOSTLY clear to figure out the intent	Ideas were expressed in a SOMEWHAT clear and organized fashion. It was SOMEWHAT confusing to figure out the intent	Ideas WERE NOT expressed in a clear and organized fashion. It was CONFUSING to figure out the intent of	Ideas were not clear. There is no statement of intent or interest in position	
Highlights relevant skills and experience, creating a compelling argument for why he or she is a good choice for the position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences).All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the reason they should get the job	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement	Includes 2 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement	Includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that supports the position statement	Includes NO evidence (facts, statistics, examples, real-life experiences) that support the position statement	
Grammar, Punctuation, and Spelling.	Author makes no errors in grammar or spelling that distract the reader from the content	Author makes 1-2 errors in grammar or spelling that distract the reader from the content	Author makes 3-4 errors in grammar or spelling that distract the reader from the content	Author makes 5-6 errors in grammar or spelling that distract the reader from the content	Author makes over 6 errors in grammar or spelling that distract the reader from the content	
Other requirements	Cover letter must not exceed one page Typed in 12- point font Submissions by January 10					
Score 10 if criteria is met, 0 if they are not met _____						

Possible 110 for cover letter

Judges' Initials _____ Date Received _____ Total Points _____

**FEA Ohio is working to align contests and rubrics with National. At this time, scores may vary from state judging to national judging.*

Resume Rubric

Criteria	20-18 Exceptional	17-14 Innovative	13-10 Commendable	9-6 Competent	5-1 Emerging	Score
Format	Complies with all the requirements for a standard resume	Complies with almost all the requirements for a standard resume	Complies with many of the requirements for a standard resume	Complies with barely any of the requirements for a standard resume	Complies with none of the requirements for a standard resume	
Highlights relevant job/volunteering/educational experience and leadership roles.	Resume shows exceptional strengths of the job applicant. Highlights qualities clearly and demonstrates experiences that relate to the job qualifications	Resume shows great strengths of the job applicant. Highlights qualities that are mostly clear and demonstrates experiences that relate to the job qualifications	Resume shows good strengths of the job applicant. Highlights qualities somewhat clearly and demonstrates some experiences that relate to the job qualifications	Resume shows some strengths of the job applicant. Highlights qualities clearly and demonstrates some of the experiences that relate to the job qualifications	Resume shows no strengths of the job applicant. Qualities are unclear and do not demonstrate experiences that relate to the job qualifications	
Bullet points in the resume create a compelling argument for the entrant's qualifications and are clear and concise	All of the evidence and examples are specific and relevant. Explanations are given that show how each piece of evidence supports the entrant's qualifications	Most of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the entrant's qualifications	Some of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the entrant's qualifications	Few of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the entrant's qualifications	None of the evidence and examples are specific and relevant. No explanations are given that show how each piece of evidence supports the entrant's qualifications	
Grammar, Punctuation, and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content	Author makes 1-2 errors in grammar or spelling that distract the reader from the content	Author makes 3-4 errors in grammar or spelling that distract the reader from the content	Author makes 5-6 errors in grammar or spelling that distract the reader from the content	Author makes more than 6 errors in grammar or spelling that distract the reader from the content	
Resume does not exceed two pages and is typed in 12 point font. (Score 10 if criteria is met, 0 if they are not met) _____						
The resume includes at least two references. (score 10 if at least 2 references are provided; score 0 if they are not met) _____						
Submissions by January 10 Score 10 if criteria is met, 0 if they are not met _____ Maximum points would be 110.						
Judges Initials _____ Date Received _____ Total Points _____						
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Interview Rubric

Criteria	20-18 Exceptional	17-14 Innovative	13-10 Commendable	9-6 Competent	5-1 Emerging	Score
Topic and answers	Interviewee stays on topic and can answer interview questions fully	Interviewee mostly stays on topic and can answer most interview questions fully	Interviewee somewhat stays on topic and can answer some of the interview questions fully	Interviewee barely stays on topic and can answer few interview questions fully	Interviewee does not stay on topic and cannot answer interview questions fully	
Knowledge of position	Demonstrates excellent knowledge of the position and creates a very compelling case for why they are a good fit for the position	Demonstrates great knowledge of the position and creates compelling case for why they are a good fit for the position	Demonstrates some knowledge of the position and creates a somewhat compelling case for why they are a good fit for the position	Demonstrates little knowledge of the position and does not create a compelling case for why they are a good fit for the position	Demonstrates no knowledge of the position and does not create a compelling case for why they are a good fit for the position	
Supports his/her position	Provides specific, logical examples to support their case	Provides mostly specific, logical examples to support their case	Provides some specific, logical examples to support their case	Provides little specific, logical examples to support their case	Provides no specific, logical examples to support their case	
Voice	Easy to hear and demonstrates a variety of tones appropriate for the setting	Mostly easy to hear and demonstrates a variety of tones appropriate for the setting	A little hard to hear and demonstrates an acceptable variety of tones appropriate for the setting	Hard to hear and demonstrates only a few tones appropriate for the setting	Hard to hear and does not demonstrate any variety of tones appropriate for the setting	
Gestures/Eye contact	Uses appropriate gestures and body language, including eye contact	Uses several appropriate gestures and body language, including eye contact	Uses mostly appropriate gestures and body language, including eye contact	Hardly uses appropriate gestures and body language, including eye contact	Does not use appropriate gestures and body language, including eye contact	
Attitude	Is confident, sincere, and enthusiastic at all times	Is mostly confident, sincere, and enthusiastic	Is somewhat confident, sincere, and enthusiastic	Is barely confident, sincere, and enthusiastic	Is not confident, sincere, and enthusiastic	
Grammar/Pronunciation	Use correct grammar and pronunciation at all times	Use mostly correct grammar and pronunciation	Uses some correct grammar and pronunciation	Barely uses correct grammar and pronunciation	Does not use correct grammar and pronunciation	

*Deduct 5 points for inappropriate dress.

Total Possible Points: _____/140

Judges' Comments:

Judges' Initials: _____

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