Interview Strategies for K-12 Administrative Positions

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From Walden University's Career Services Center,
welcome to Interview Strategies for K-12 Administrative Positions.

I am Dina Bergren, a member of your Walden Career Services advising team.

Are you seeking to take the next step in your education career?
Getting ready to make a broader impact in your field?

Then this program is for you.

Before we delve into interview strategies, I'd like to introduce you to the Career Services Center team and our faculty contributors.

For those of you who are not familiar with the Career Services Center, here's a slide of our team members. I am Dina Bergren, on the left. Nicolle Skalski is also joining us on this program to help field our questions.

And we are broadcasting today out of the Minneapolis office.

Our mission is to educate, coach and advise learners to proactively manage their careers.

Joining us today is also Dr. Gloria Kumagai.

Dr. Kumagai is the specialization coordinator of the EdS and MSEd principal licensure program.

So welcome to the program, Dr. Kumagai.

>> Gloria: Thank you, Dina.

Welcome, everyone, I'm glad that you're able to join us tonight.

>> Dina: Dr. Kumagai has been an educator for over 40 years.

She began her career as a school social worker and an
ELA in an elementary school.

And she held district level positions and staff development and multicultural education prior to becoming a building leader.

She served as an elementary school principal for 19 years and was a national distinguished principal for Minnesota in 2002.

One of her schools was recognized as a blue ribbon school in 2001.

While serving as principal, she was an active member of the State Principals Association, serving on the statewide negotiations committee.

She chaired negotiations for her district's principals for several years and also taught administrative licensure students at the University of Minnesota prior to joining Walden in 2009.

And, next, I'd like to introduce Dr. Gerald Gary.

Dr. Gary, welcome to the program.

>> Gerald: Thank you.

Welcome.

Welcome, everybody, I'm glad to be here.

>> Dina: Dr. Gary is serving in his third year as a middle school principal in South Carolina.

Prior to that, he served as an elementary principal for eight years, he taught and coached at both the middle
and high school levels and presented at the Association for Supervision and Curriculum Development and the National Association of Elementary School Principals conferences on the topics of improving parental involvement and developing a high-performance culture.

He holds a bachelor of science in elementary education, a master's of education in educational administration and an EdD from Southeastern University in educational leadership. Dr. Gary is also the author of the book "If They All Had First-Class Parents."

And joining us today is also Dr. Kim Truslow. Welcome to the program, Dr. Truslow.

>> Kimberly: Hello, everybody.

I'm really glad to be here tonight with you.

>> Dina: Dr. Truslow serves as an elementary principal in Little Rock, Arkansas and has taught middle school math and science in South Carolina, Georgia, and Texas. Her school leadership includes experiences as a middle school assistant principal, middle school principal, and elementary principal.

She holds a bachelor’s degree in elementary education and a master’s in educational leadership.

She has taught full time as a college professor and
educational leadership after earning an EdD in school leadership from Sam Houston State University.

Dr. Truslow enjoys teaching in the online principal preparation program, where she meets students from all across the globe.

And with these introductions, we’d now like to get feedback from you, the audience.

What best describes your role in K-12 education?

I am a K-12 educator, seeking my first assistant principal or principal position.

I am an experienced assistant principal or principal seeking career advancement in K-12 administration.

I am a student or a alumnus exploring a future career in K-12 administration.

Or other.

So, if you can take a minute to make your selection.

And we will take a look at the feedback today.

Okay.

We’re going to go ahead and close the poll at this time.

Okay, maybe we’ll give it just a minute more for your responses.

It looks like some of you have not had an opportunity to respond yet.

All right.
So let's go ahead and close the poll at this time.

Okay.

So, 67% of you are K-12 educators seeking your first assistant principal or principal position.

And 20% are experienced administrators seeking career advancement and some of you are students or alumni who are exploring a future career in K-12 administration.

So, welcome, all of you.

And we will present information that will be useful for you and helpful for you at all levels.

And now on to our objectives.

We will cover the importance of preparing for the interview, how to showcase your achievements, how to answer challenging questions, and, finally, how to leave a lasting impression during an interview.

Remember that interviewing is not a single event.

It is a process that starts with the first contact offering you the opportunity to interview.

So, how can you maximize your interview success?

The more prepared you are for the interview, the more confident and relaxed you'll be.

So, to begin your preparation, research the school you're applying to, what is their culture like, what is their mission and vision, and how do you align with it.
What is their teaching philosophy, student demographic, what is the school especially known for, what are the greatest challenges the district is facing, what is their leadership style, and what is the salary range for your target position.

So, all of these are important questions that you want to research.

So, here are a few tools to help you with your research.

Professional associations, such as the National Education Association and many others offer job banks, resources and networking opportunities to help you get the inside scoop.

If you have a LinkedIn account, use the advanced search function to review principal profiles and connect with K-12 administrators.

For those of how about are not on LinkedIn, we strongly encourage you to join.

Because LinkedIn is the largest professional networking site with over 400 million users.

The Career Services Center also offers LinkedIn videos to help you get started.

The National Center for Education Statistics includes a school search, surveys and programs to help you learn more about public and private schools.
Education Week is another great resource. It provides K-12 news articles, reports and blogs to update you on the latest trends in education.

School Spring job search engine can help you research job postings.

Your referrals and networking contacts can provide insider tips into specific positions, schools and districts.

And, finally, newspapers, professional journals, and magazines can help you stay current on local and national trends.

So, many resources are out there to help you with your career research.

And, remember that knowledge is power.

So the more you can learn about your target position, the better equipped you'll be to showcase how you can add value to your future role.

Next, take time to re-assess your qualifications for the position.

Compare your resume, relevant skills, achievements, knowledge, experience, education, licensures, or credentials, and values against the job description to identify your fit.

And as a reminder, you want to stay organized during
your job search.

For each position, keep a copy of the job description, the application materials you sent and notes from your research.

And after completing your research and self-assessment, get ready to share relevant examples that illustrate your top qualifications.

When targeting K-12 administrative positions, consider core principal competencies, such as student performance, organizational, instructional and operational leadership, community relations, personnel and other.

And to share your stories, use the CART acronym.
Challenge, action, result, and tie-in.

So, think of a challenge or problem you've faced, the action you took to address the challenge, in other words, what did you do? Did you take on a leadership role in finding a solution? And what was the result or who or what was impacted? Quantify whenever possible.

How many students were served? Processes improved? Goals met? Risk reduced or money saved?
And, finally, consider how this accomplishment ties into your future role.

What impact can you make to add value and solve problems?

Craft these stories and practice them because you want to feel confident that you can clearly communicate your accomplishments during the interview.

Continue to practice your interviewing skills using the comprehensive resources you'll find on the Career Services Center website.

There are two main areas where we have interviewing information.

Under the "interviewing" tab on the upper right-hand side of the home page and inside our "optimal resume" system.

Optimal resume is a tool for creating top-notch resumes and cover letters. It also has portfolio, website and interview prep features.

The left-hand side of the page features our optimal resume system.

If you're new to optimal resume, you can create a free account using your Walden e-mail address and start using all five modules.
The interview prep module can help you practice responding to common interview questions, such as, tell me about yourself.

What salary are you seeking?

What are your areas of improvements?

And other.

A virtual coach asks you questions and you can record your responses using your computer's web cam.

We also offer interviewing webinars, videos and other resources to help you further market yourself and your Walden program.

So now that you've prepared for the interview, it's time to plan logistics, such as attire, directions and parking.

Bring copies of your application documents and references and a portfolio if you have one.

Remember to pay special attention to your body language and remain positive and enthusiastic.

Breathe deeply and visualize yourself delivering a great interview.

You know that you're already qualified and this is your chance to shine.

So remember that your role is to educate your potential employer on what you have to offer.

Now that we've discussed these general interview tips,
we're very excited to bring back our faculty panel.

I want to welcome back Drs. Kumagai, Gary and Truslow, who will help us tackle interview questions that you may come across when you tackle administrative positions.

So let's get started with Dr. Truslow.

Welcome back to the program, Dr. Truslow.

>> Kimberly: Thank you, Dina.

>> Dina: A common question a candidate may receive is, what is your vision as a principal?

Dr. Truslow, can you provide tips on how an interviewee could address this question?

>> Kimberly: Sure, Dina.

One of the main things for candidates to remember is that a vision needs to be something that can be bought into by the entire school community.

It needs to be bought into by faculty, parents, staff, and any other stakeholder, such as businesses or other important stakeholders within the community.

A vision needs to be something that everyone can grab ahold of, something that they can believe in, something that they can see where you want to take your school.

And, as you're answering the interview question about vision, it's particularly important that you're able to
articulate the steps of how you as a new principal would go about to develop the vision within the school and one of the first steps would be to assemble as many of the stakeholders as possible, whether it be a committee of parents, teachers, business people, and students.

And while this committee is together, you would need to, first of all, lead them in a brainstorming session to talk about what they want, what they would like to see the school represent, what they would like for the school to strive for, and what they would like the school to be known for.

And then after you lead that brainstorming session, then you would need to be able to explain how you would gain consensus among the group and how you would use some sort of carousel activity to be able to pull out the big ideas.

And the next step would be, you would have to be able to articulate to the committee while interviewing about how you would then take the committee through the steps of being able to put this into an actionable phrase, again, a statement or a sentence that people could buy into and know what it is that their school is going to be striving for.

One of the main problems, main challenge that a
candidate may face is understanding how to articulate the difference between vision and mission, and the main way that I like to think about it is a vision is something that you're striving for for the future, whereas, a mission is something that you're going to be doing every single day.

So, as you're thinking about how to craft your answer to the particular questions about vision, be sure that you're able to articulate the difference and also talk about the steps that you go through as a principal candidate to be able to lead a school through a visioning process.

>> Dina: Great.
Thank you, Dr. Truslow, for helping us address this question.

And, next, we’re going to go on to our next question here, and this question is for Dr. Gary.

What makes you the most qualified candidate to effectively lead a high-performing school?

Dr. Gary, could you share your insights on how to best address this question?

>> Gerald: Absolutely.

I always believe that candidates should focus on their strengths.
They never know the other candidates that are applying, they don't know their background, their experience, so they've got to focus on their strengths.

Talk about the things that you do well and how those assets can benefit the school.

That's your chance to toot your own horn.

I think I'm the most qualified candidate because I've been in a high-performing school, I've worked with high-performing teachers, I have the educational expertise, I have experience in curriculum, I have experience in professional development, I'm good at classroom management, I'm good at coaching teachers.

Toot your own horn.

Talk about motivating, talk about your ability to motivate those students.

To motivate parents, to motivate everybody to work together as a team to be able to collaborate.

Point out professional development, point out professional development you've had and books you've read about leadership, how you can change culture.

To lead a high-performing school sometimes you have to change the culture because they get complacent.

We've been high performing in the past but what happens when demographics change, when resources change?

So, to be a high-performing school, you have to be
flexible, you have to be knowledgeable, you have to be able to know how to work with people and build relationships.

But you also have to have the ability to change a culture because there may be times when things may change when you're dealing with the same teachers or the same resources, but the community will expect the same result.

>> Dina: Thank you, Dr. Gary.

And would you like to take the next question, which is, what are your strategies for increasing student achievement with declining resources?

>> Gerald: Absolutely.

First of all, I believe you should do an inventory of the resources you do have. Sometimes we talk about declining resources, but we don't use the resources we have wisely.

So one of the first things I like to do when going to the school, let's do an inventory of what we actually have and talk about how it's being used. Is it distributed equitably or not?

Do the students that really need it have access to those resources, just the veteran teachers that have been there for a while or the teachers that are
department team leaders, are these things being shared equitably?

Sometimes you have to redirect resources, and that comes with doing the inventory.

Make sure those resources are going into the right places, going into the right hands, and making sure that teachers have the training on how to use the resources.

Sometimes we order the kits, but we never train teachers on how to use them.

Or new teachers come in and they don't have the expertise.

And they sit on the shelf for a long time.

So making sure we've done that.

This also may include looking at people. Are your people in the right places?

Maybe your class sizes, used to fit 25 in your geometry class but now you only have 16.

Do you need quite as many sections.

Sometimes redirecting your resources can help.

Reidentifying the resources you currently have.

And talking about data and how to use that data.

You got limited resources now, you got to make sure that you're using the resources you have as effectively as possible, and that involves looking at your data and
knowing how to make changes and adjustments to what you're doing including programs based than that data.

>> Dina: Thank you, Dr. Gary.

And another question for you is, describe your discipline philosophy.

Give an example of an action you took to discipline a student.

>> Gerald: Absolutely.

My discipline philosophy is one that teachers want to know that you're going to be fair, you're going to be consistent, and you're going to communicate to all stakeholders.

I think principalship is one of the most difficult jobs in the building.

You oftentimes deal with a mad parent, a mad teacher, a mad student.

And sometimes you're dealing with all three at the same time.

It can be the first week of school.

You've got to learn how to massage those situations and make them work and everybody not happy but understand why you came to the conclusion you have.

I've dealt with situations before where teachers have accused students of cheating.
Kids have denied it.

Parents support the child.

And depending on how you handle the situation,

sometimes a teacher feels that they are supported, the

kid feels they are supported, and the parent.

So what I like to do is get everybody, sometimes to sit

down individually, sometimes to sit down collectively.

Hey, listen, what do you want from this?

How can we make the situation work for you, work for

all parties?

Make them see that take emotions out of it, we need to

come up with a decision that's for the best interest of

the child, take emotions out of it, communicate with

the folks what you did, how you handled the situation,

the way you handled the situation, and most of the

times folks I think respect what you've done if they

understand the reason you handled the situation the way

you did.

>> Dina: Excellent.

Thank you, Dr. Gary.

And the next question is for Dr. Truslow.

Dr. Truslow, what would be a strong response to the

question, describe your view of the parent/guardian

role in education.

What initiatives have you taken to encourage
parent/guardian involvement?

>> Kimberly: Thank you, Dina.

The role of the parent and guardian in education is very important.

One of my first years as an assistant principal, I had a principal who liked this phrase and it's very fitting, she said that parents send the very best they have to school, they don't keep the best ones at home. So that's really important for us to remember that parents and guardians are doing the very best job that they know how to do at the time with the information that they're given.

All parents and guardians want the best for their students and, so, we have to remember that it's our job to make that relationship as strong as it can be with the parent and guardian.

Joyce Epstein has the very best work, the most recent work on parent involvement research.

And, so, I like to remind teachers that there's more to parent involvement other than parents coming up to the school.

And that can be one of the things that a candidate should talk about in their interview.

You can talk about your experience as a classroom
teacher or your most recent role and how you involved parents.

You can talk about ways that you explained to them about your academic expectations for the classroom, ways that you involve them at home to be able to continue the educational process at home.

You can also talk to them in specific terms about how their student is doing and explain it to parent where they understand where their student is performing exceptionally well and what deficits they may have and ways that they can help to improve that as a parent.

One of the things that you can also talk about is, as a teacher, how did you use technology to involve parents. That is one of the big things that we're doing at our school is really involving parents in specific parent communication that relates to technology. We're using TAC and HAC and also using websites and now we're using Chromebooks and, so, we can involve parents in ways that they can access school materials online to be able to help their student implement further the educational goals at home as well.

So, the main thing is that you show that partnership more than volunteer hours of coming up to school and parent conferences.

That it also extends into the home environment where
students feel like educators and parents have a true partnership in wanting the best for their student.

>> Dina: Thank you, Dr. Truslow.

And, finally, you will be asked behavioral questions during an interview.

So, listed here are four behavioral questions you may encounter.

Tell us how you worked successfully under pressure, how do you handle a challenge, how do you work with difficult staff, describe a decision you made that wasn’t popular and how you handled implementing it effectively under pressure.

So Dr. Kumagai, could you provide a few tips on how to best prepare for these types of questions?

>> Gloria: I would be happy to.

Keep in mind that behavioral interview questions are asked to determine your concrete skills and experiences that relate directly to the position that you are interviewing for.

You can prepare for behavioral questions ahead of time.

Think of possible behavioral questions that may be asked based on the job description and/or job posting and the research you’ve done about either the school where the opening is at and/or the district.
And this is a time to showcase your skills, your competencies.

So take advantage of that when you are responding to behavioral interview questions.

One of the ways to prepare is to start thinking about your stories and that goes back to what Dina shared with us earlier in terms of CART.

Again, the C standing for challenge, so think about a problem, the action that you took to deal with the problem, that's the A, you know, what did you do, how did you handle the leadership.

The R is the result.

You know, what was the result, what happened as a result of your actions.

Think about, you know, who you impacted, who you served, were any processes changed.

How about goals, were goals met, any risk reduced.

If it was a budget situation, was money saved and how much.

So, again, CART can be helpful to you and then don't forget to tie in, that's the T, and for tying in think about how the accomplishment that you did ties in to the role that you're interviewing for.

Or the position that you're interviewing for.

You know, what impact can you make to add value and
solve problems to the organization.

So it's really knowing your skills and being ready to give examples of how you applied them during a situation.

Now, in addition to behavioral interview questions, there may be role play situations or scenarios. And they could be a part of the interview. That's where the interviewer or interviewers will play the part of an angry parent or a difficult staff person, could be an angry student, and you will be asked to respond. They'll have a script, so they'll start it off and then they'll be assessing how you respond to what's being said to you.

So, for example, if it's an angry person that you're going to be role playing with, what are your skills for de-escalating in angry person and moving forward into problem solving.

So, again, there are ways to prepare for behavioral interview questions, as well as role playing. You know, you could, ahead of the interview, think of some possible role play situations that you may encounter in the interview and have a friend or a colleague play that part and then you can practice.
But as Dina said earlier, preparation is key to being effective in an interview.

And if you encounter an interview that has all three parts, the kinds of questions that Dr. Gary and Dr. Truslow responded to, the behavioral interview questions and role play situations, the interviewers are going to have a very good picture of what you know and what you’re able to do in regards to the position you’re interviewing for.

And with that, I'll turn it back over to Dina.

>> Dina: Thank you, Dr. Kumagai, for these great tips.

And definitely practice makes perfect.

So the more you can practice your skills in role play and try to tackle the behavioral interview questions, the stronger and more confidence you'll feel during the interview.

So, this concludes our interview panel.

And before we open it up for general questions from the audience, we'd like to share a few additional interview tips.

Be ready to ask meaningful questions during the interview.

A few examples will be, what are some of the greatest challenges your district is facing.

What are you looking for in a principal.
What does success look like six months into the job.

Going back to your original research, the more you know about the school, hot topics in your field, the position and your interviewers, the better questions you'll be able to ask.

So, remember, this is your opportunity to engage them in a conversation.

So, let your personality and enthusiasm shine through and show genuine interest and be natural in your responses.

If you feel like the interview has reached the end and you've asked all of your questions, you may want to ask, what are the next steps in the process.

Before concluding, thank your interviewers, get everyone's name and the hiring time frame, and if you brought a career portfolio with you to the interview, leave it for them to review.

Samples of your work can leave a lasting impression and help you stand out from other candidates.

And after the interview, continue to stay in touch and express your interest in the position.

Send a thank you e-mail to all interviewers within 24 hours.

Expressing your interest and reinstating your
qualifications.

And, to access additional interview resources, we invite you to review the following links.

Here you'll see an article about questions to ask during the principalship interviews and also behavioral-based examples of interview questions, and, finally, links to articles about school administration that may be helpful for you as you prepare.

And keep in mind that this program today will be archived on the Career Services Center website.

With that, we'd like to now take some time to address your questions.

So please, if you haven't done so already, submit your questions through the questions box for our panel.

And Nicolle will help us field our questions.

So, Nicolle, do we have any questions?

>> Nicolle: Actually, we have lots of questions coming in.

And the first question is, how much of the interview is really, quote, unquote, like getting to know who you are, those types of questions?

A student asks.

So maybe Kim or -- would you like to address that question?

>> Kimberly: Hi, Dina, sure, I'll be able to give you
kind of my experiences when I interviewed for administrative positions.

Basically typically, the first question is and the last question is.

So the first question might be something like, tell us about an experience that you've had personally that you feel like has prepared you to be an educational leader.

And then the last question might be something like, tell us about one challenge that you feel like you may have as a school leader and what plans do you have to overcome that challenge as you grow in the position.

>> Nicolle: Perfect.

Thank you.

Another question, okay, how difficult is it to obtain licensure in another state once you've been established as an administrator in one state?

Dr. Kumagai or Dr. Gary, do you have any insight on that question?

>> Gerald: I'll answer that question.

Normally you can touch base with your local state Department of Education, some programs, some states also have reciprocity, means if you're certified in one state, they'll allow you to be certified in another state.
What I would do is send your transcript to your local state Department of Education and ask them to evaluate your transcript and they can tell you whether or not you need to take some additional courses or practice or whether you just gain certification based on reciprocity between states.

>> Nicolle: Excellent, thank you.

Another question is, what is the best answer in the interview if you are stumped by an interview question or you're drawing a blank when you're in the interview? And that could actually be a question -- as a career coach I'm saying, that could be a question that anyone could encounter in an interview.

So I'm going to throw that one to Dina.

>> Dina: It's always a difficult situation when that happens.

You can pause for a few seconds and put together your thoughts before you respond.

That is one strategy.

Another strategy is really think about CART, can you think of a challenge that you've had that you can use the CART formula and give an example.

So run the CART formula through your head so that you can think, okay, what challenge did I have, what was the action that I took.
If you really are stumped and don't know how to answer, you can ask some clarifying questions to your interviewers. So asking for more details can help you then generate an example or respond in a clearer way.

>> Nicole: Great, Dina, thank you.
We have some more questions coming in.
This is a great question.
How soon should you follow up on an interview after sending a thank you letter?
So, maybe, Dr. Kumagai, would you like to address that one?

>> Gloria: I would follow up within a week or so after I sent my letter.

>> Nicolle: Okay.

>> Dina: And this is, Dina, I just want to add a little
bit to that.

If you're in the interview and it's coming to an end, as I mentioned earlier, if you ask for the time frame, that can give you a clue when to follow up as well.

>> Nicolle: Great.

Okay.

Let's see.

Are there particular questions that you can prepare an answer for in advance?

Dina.

>> Dina: This is Dina.

Absolutely.

And we went through and covered many of those questions today.

So, hopefully we'll have a recording of this session, you can go back and watch it and use this program to prep for your interview.

And as I mentioned earlier, the Career Services Center has optimal resume, so you could use the interview prep function and practice your interview skills with a virtual coach and record your responses with your web cam and this not only shows you how you're responding to questions, but also how you look in front of a camera, right?

What is your body language?
So you can also work on your body language, making sure that you’re presentable, making sure that you’re smiling and engaging in your responses.

>> Nicolle: Great, Dina, thank you.

Let’s see.

Another question is, should the interviewee ask about salary?

So maybe, Dina, you want to answer that one, too, okay, great.

>> Dina: As far as salary conversations, you want to do your research ahead of time and know the salary range for the position, but you do not want to bring up salary during your interview.

You want to defer the salary negotiation and conversation as much as possible during interviewing.

So, wait until the employer brings it up, and if it's brought up right at the beginning of your interview, you might also want to respond that you'd like to first present your skills and qualifications to help your employer, potential employer, determine where you fall on the salary range.

So any other input regarding salary from the panel?

>> Gloria: I would agree with you, Dina, not to bring it up during the interview, unless the interviewer
brings it up.

>> Dina: Absolutely.

And then be prepared but delay the conversation as much as possible because you want to really market your skills and qualifications and show your value prior to that discussion.

>> Nicolle: We don't have any -- it looks like we don't have any more questions coming in.

Last opportunity, if anyone wants to put in a question, we can definitely address your question or the panel. But it looks like no more questions are coming in.

Those were really good questions.

>> Dina: Thank you, everyone, for submitting your questions and for your active participation today. And we'll go ahead and wrap up our session.

>> Nicolle: One more question.

>> Dina: Oh, there's one more.

>> Nicolle: How can you calm your nerves?

That's a great question for anyone.

How can you calm your nerves?

>> Dina: Envision yourself in your future role.

So, using visualization techniques is something that you can do, breathing techniques and, most important, as I mentioned earlier, remember that you're there to educate them on your qualifications.
So, all of you are educators already, so it makes it easier if you approach it that way.
You are there to educate them on what you have to offer and to translate your skills, your experience, your interests and strength into what you can do for that school or district.
>> Nicolle: Great, Dina.
Okay.
So that's it, right?
All of our questions have been addressed that were submitted.
So thank you again.
And we encourage you to visit the Career Services Center's website for education specific resources and webinars.
So I'd like to cover those for you.
The resources tab provides resources for K-12 educators and administrators, including professional associations, job banks, and LinkedIn groups.
So check out the career center website resources tab.
You can also watch webinar recordings on over 80 career-related topics.
And you can see three topics featured here, Marketing Your Qualifications for PreK-12 Educators and
Administrators, Job Search Strategies and also Career Alternatives.
So we have many great programs and resources for you to tap into.
And register for upcoming live webinars, overviews and cafes on the Career Services Center home page, so if you haven't visited the Career Services Center yet, we strongly encourage you to do so.
We have many excellent programs and events coming up. And also connect with us through social media.
Join our Career Services Center LinkedIn group, follow us on Facebook and Twitter, subscribe to our YouTube channel to receive notifications of webinar recordings, and read the Career Services blogs and student success stories on our blog, and use the features of the optimal resume system.
Access everything from our website or e-mail us directly at careerservices@Waldenu.edu.
And with that I would like to leave you with these words from John Quincy Adams, who said that "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."
So, thank you for supporting Walden's social change mission through your work, a special thank you to Drs. Kumagai, Gary and Truslow for sharing your
expertise and insights and tips with us today.

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