



2020 ACE Advocates
Discernment Guide

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SAVE THE DATES

Tuesday, July 6-Thursday, July 8, 2021 - Commencement Retreat (*tentative*)

Thursday, July 8-Saturday, July 10, 2021 - ACE 26 Commencement Weekend

Dear ACE 26 Teachers,

Congratulations on reaching this milestone—the halfway point in your second year of teaching in the ACE Teaching Fellows Program. On behalf of the Alliance for Catholic Education, thank you for the dedication and service you have poured into Catholic schools these past two years. We hope and pray that the years ahead will shine a light on just how formative and full of blessings these years of service have been for you.

As you prepare to turn the page to your life’s next chapter, we hope you’ll flip through the pages of this Discernment Guide. This guide is not exhaustive. It does not list every post-graduate possibility available to you, every contact person in every city you might be considering, or every step required in an application process. It is, however, an invitation to continue to use your gifts and talents for the greatest good, to see this next step in your life as only one of countless other steps, and to connect with an incredible network of ACE graduates who have gone before you. In short, this guide operates on the assumption that you are talented, you are needed, you are destined for continued growth, and you are in great company.

We also remind you that the process of discernment is a deeply spiritual one—one that puts your desires in touch with God’s will. We invite you to explore some fundamental questions—What brings you joy? What are you good at? Who does the world need you to be?—through the Discernment Series available on the ACE website. You may begin that series by visiting the following webpage: <http://ace.nd.edu/resources/discernment-series-week-one-a-journey-of-the-heart>.

Do not hesitate to contact us in the ACE Advocates office. We are here to support you, and to welcome and celebrate your talents in continued service to a world in need. Now, may God’s promises accompany you, and may you find truth in Dante’s words: “In His will is our peace.”

God bless,
The ACE Advocates Team



Use Your Talents

K-12 TEACHING

The Teaching Fellows program prepared you to continue to teach. If you decide that the K-12 classroom is where you are called to be in the immediate future, there are some important decisions you will need to make. For example, do you want to continue in your specific content area, grade level, or extracurricular responsibilities? Do you want to remain at your ACE teaching site, move back home, or teach somewhere completely new? What kind of professional development and leadership opportunities are you hoping to access? What kind of student and faculty demographic would you like to serve and join? These are important questions to consider if you are intent on cultivating your pedagogical, curricular, and relational growth in a K-12 classroom setting. We have included some contact information of K-12 teachers below, but consider also connecting with dynamic and supportive school leaders listed on the pages ahead who may be looking to hire faculty for the 2021-2022 academic year.

70%
of TF over the past five
years teach for
another year

35%
still teach

64%
are teaching in
Catholic schools

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Maggie Steiss, ACE 23

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EDUCATIONAL LEADERSHIP

If you see your future as a Catholic school or (arch)diocesan leader, we encourage you to begin the discernment process now. You may want to first investigate the offerings of programs like ACE's Mary Ann Remick Leadership Program as well as your local (arch)diocesan discerning leaders group. Many Teaching Fellows have gone on to assume leadership positions early in their careers. Others have followed a path that keeps them in the classroom for several more years while gradually assuming more leadership responsibilities. For example, some ACE teachers have become instructional coaches in their schools or mentors for new teachers. Others have assumed deanships or departmental leadership roles. Recognize that these can all be important opportunities on the road to becoming a transformational Catholic school leader.

46

**Diocesan leaders
connected to ACE**

116

**former TF went on to
the Remick
Leadership Program**

221

**former TF are school
leaders**

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Melissa Green, ACE 5

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Michael Masi, ACE 21

Principal
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St. Johns, FL
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EDUCATIONAL POLICY

Educational policy has important implications for the day-to-day workings of school leaders and classroom teachers. Graduates of the Teaching Fellows Program interested in investigating and intervening on the systemic issues affecting education in this country and beyond have sometimes found themselves drawn to the work of educational policy. Keep in mind that once you have a clearer sense of the political issues that animate you, there are a variety of avenues by which to engage with that issue. For example, you might decide to intern for a senator or the Department of Education. You might work directly in political advocacy with a lobbying organization. You might discover a non-profit organization that supports a think tank, or you might find a philanthropic organization that engages in the work you are passionate about.

16
TF grads working in Policy

327
Reform Leaders' Summit participants

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GRADUATE SCHOOL FOR EDUCATION

Much like with education policy, discerning whether or not to pursue an additional graduate degree requires an ability to identify the questions that most interest you and whether or not more schooling is necessary to answer that question. If you love the data analysis surrounding blended learning, the philosophy behind teaching Religion to young children, or the concepts you taught in Physics, then perhaps more education would be appropriate. It is not uncommon for Teaching Fellows to spend several more years in the classroom developing their craft as a teacher before realizing there is something specific within education they would like to focus on more fully. Keeping in contact with your ACE professors and/or professors from your undergraduate university can help guide you toward the right degrees and places to pursue them. These relationships will also prove useful when it comes time to request letters of recommendation.

125

ACE grads have completed a Ph.D. in Education or an Ed.D.

24

ACE grads pursuing Education Ph.D.s or Ed.D.s

21

TF grads pursuing an additional Master's

Grace Carroll, ACE 22

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RELIGIOUS VOCATIONS

For those discerning the religious life, it may be helpful to recall the etymological root of vocation: vocare, “to call.” St. Pope John Paul II, recalling his own call to the priesthood, commented, “It is impossible to explain entirely. For it remains a mystery even to myself. Yet, I know that, at a certain point in my life, I became convinced that Christ was saying to me what he had said to thousands before me: ‘Come, follow me!’” Religious vocations are the lifeblood of the Church. As you discern whether God has willed you to the religious life, cling to the power of prayer, to the sacraments, and to the activities and people in your life that bring you joy. In those people and activities may rest the very signs that point you in the direction of religious life.

48
TF grads entered
religious formation

10
ordained priests

15
TF grads are currently
in religious formation

Ned Berghausen, ACE 13

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David Murray, CSC, ACE 20

Professed Seminarian
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Sr. Alicia Torres, SF

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ADDITIONAL CAREER PATHS

Regardless of what they choose to pursue after they leave the Teaching Fellows program, graduates have said how well the classroom prepared them for future careers. The planning and organizational skills, passion, clear communication capacity, creativity, and care for all people translate well into any professional field. Teaching Fellows have pursued any and all paths post-graduation. Many have gone on to become successful lawyers, doctors, engineers, and businesspeople (who, whether you realize it or not, have a crucial role to play in the operational vitality of Catholic schools).

Business

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Tiz Shadley, ACE 18

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Engineering

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Law

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Medicine

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Pastoral Ministry

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ACE Advocates
Regional Leaders

ACE ADVOCATES REGIONAL LEADERS

Though many Teaching Fellows have pursued professions within education after graduation, it is by no means the only way to continue to sustain, strengthen, and transform Catholic schools. There also exist formal communities of ACERs, known as the Advocates Regions, in cities throughout the United States (and abroad) that engage in this work in ways that are unique to their cities. As you move toward graduation and begin to seek places to work, please feel free to reach out to these regional leaders who could put you in contact with opportunities to work or volunteer in Catholic schools.

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Katie Busch, ACE 21
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Concentrations of ACE Graduates





Post-Graduation ACE Programs

IMPORTANT DATES

Continued Formation:

Applications Open Now:

- ACE in Chile
- Remick Leadership Program
- Trustey Family STEM Teaching Fellows
- Reform Leaders' Summit
- English as a New Language Program
- Program for Inclusive Education

Application Deadlines:

- January 12, 2021 - ACE in Chile
- February 1, 2021 - Remick Leadership Program
- February 25, 2021 - Trustey Family STEM Teaching Fellows
- March 19, 2021 - Reform Leaders' Summit
- March 31, 2021 - English as a New Language Program
- April 1, 2021 - Program for Inclusive Education

Summer Opportunities:

Applications Open - February 1, 2021:

- Teachers in Residence
- ACE Advocates Internship
- ACE Comm Team Internship
- ACE Liturgical Internship
- ACE ENL and CSA Internship

Application Deadlines - February 28, 2021:

- Teachers in Residence
- ACE Advocates Internship
- ACE Comm Team Internship
- ACE Liturgical Internship
- ACE ENL and CSA Internship

CONTINUED FORMATION

ACE in Chile (ChACE)

ChACE offers ACE and UCCE graduates the opportunity to live and teach internationally as English (foreign language) teachers in Santiago, Chile. The 18-month program begins with a summer orientation at the University of Notre Dame, followed by six weeks of language immersion classes, traditionally held in Quito, Ecuador (for this reason, prior Spanish knowledge is not mandatory, though valuable). ChACE teachers then work at Saint George's College for approximately five academic quarters before finishing in mid-December of the second calendar year. Ideal candidates will see this not only as an opportunity to advance professionally as a teacher, but as a chance to forge relationships that witness to their faith in an international cultural context. While they are in the program, many ChACE teachers also choose to participate in ACE's English as a New Language program. Amid the global health crisis, ChACE teachers have continued their mission to serve as faith-filled and vibrant leaders at Saint George's College. For updates regarding how the pandemic has impacted the ChACE 19 (2019-2020) and ChACE 20 (2020-2021) cohorts, please visit the ACE in Chile website: ace.nd.edu/chace.

Michael Szopiak

Director

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Remick Leadership Program

Nothing is more important for the future of our nation and our Church than the quality of our schools, and nothing is more important for the quality of our schools than the formation of transformational leaders. The Mary Ann Remick Leadership Program prepares transformational Catholic school leaders who make God known, loved, and served by managing school resources, leading learning, and building robust Catholic school communities. These leaders are called to the mission of Catholic education, courageous in fighting for school communities in difficult situations, and committed to ensuring that every student is treated as a child of God. Over the course of three summers and two academic years, Remick Leaders earn a Master of Arts in Educational Leadership and, depending on their state of residence, become eligible for school leadership licensure.

April Garcia

Recruiting Coordinator

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ace.nd.edu/leadership

CONTINUED FORMATION

Trustey Family STEM Teaching Fellows

The Trustey STEM Teaching Fellows invites school-based teams of 3-5 teachers looking to create effective STEM learning opportunities for all their students. Teachers of the STEM disciplines (math, science, engineering, computer science, etc.) who work with students in grades 4-8 are eligible to apply. Fellows attend three summer sessions and work together as a team throughout the two school years to imagine, plan, and execute a school-specific Blueprint designed to engage the school community in STEM learning. Summer sessions focus on STEM Integration, Core Instructional Practices, and school-wide change. Throughout the school year, Fellows receive discipline-specific instructional coaching and team support. In addition, travel, lodging, and meal expenses are fully-funded, and Fellows earn a \$4,500 stipend over the course of the Fellowship. Graduates of this Fellowship leave with foundational skills around STEM teacher leadership and connections with a national network of supportive STEM educators that are all guided by the principles of using STEM as a force for good.

Nikki Gerrardo

Coordinator for Recruiting
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Reform Leaders' Summit

The Reform Leaders' Summit is an intensive formation experience designed explicitly for Catholic school supporters. The Reform Leaders' Summit aims to equip leaders with the skills and abilities needed to support parental rights and equity in education. Each year, we select a cohort of 30-35 talented leaders who engage in three seminars over the course of 11 months. These seminars are facilitated by a team of moderators including policymakers, school (and school system) leaders, researchers, education entrepreneurs, and funders. In addition, members of the Reform Leaders' Summit meet bimonthly with a professional learning community (PLC) to engage with current issues and scholarship surrounding parental choice in education. The culmination of the Summit is a capstone presentation that each PLC works to prepare over the course of these 11 months.

Anna Busse

Associate Program Director
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CONTINUED FORMATION

English as a New Language (ENL)

English language learners are the fastest growing student population in the United States. At the heart of the English as a New Language Program is the belief that Catholic schools are enriched and graced by culturally and linguistically diverse children. Over the course of one year, teachers in the ENL program earn eighteen credits towards a specialized licensure and develop expertise in instructional and assessment strategies for English language learners, linguistics, language acquisition, and culturally sustaining pedagogy. The program involves a two-week summer session on campus (right after graduation) as well as courses delivered online throughout the year. ACE Hernandez Fellows work to ensure this growing population thrives in Catholic schools. In the past, AmeriCorps, Title II, and Title III funds have been accessed to fund ENL candidates.

Katy Lichon

Director

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Program for Inclusive Education (PIE)

Catholic schools are called to serve justly and inclusively, ensuring success for all learners. We believe all are welcome, creating a vibrant, Christian community that celebrates the God-given potential of every student. The Program for Inclusive Education offers an 18-credit hour formation program with deep expertise in educating and advocating for learners with academic, behavioral, and social/emotional needs. Completion of programming leads to additional licensure in Exceptionalities: Mild Intervention. The Program for Inclusive Education is a four-semester hybrid online/10-day campus experience delivered by a team of national experts. PIE participants have utilized Title II and AmeriCorps dollars for funding. In addition, PIE has needs-based scholarships available upon application. With the growing number of diverse needs in Catholic schools, learn how to Welcome, Serve, and Celebrate ALL students.

Christie Bonfiglio

Director

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SUMMER OPPORTUNITIES

Summer Teachers in Residence

The 2021 Cohort of Teachers in Residence will serve as cooperating teachers in South Bend K-12 Catholic schools, mentoring members of ACE 28. Teachers in Residence will also potentially have the opportunity to serve in one of the following roles: Clinical Faculty for an M.Ed. course, Research Assistant for an IEI Fellow, or another potential role within ACE. Cohort members will receive a summer stipend, housing in a dorm with air conditioning, a full summer meal plan, and a five-session workshop on instructional coaching.

Erin Newkirk

Associate Director for Programming
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ACE Advocates Internship

The ACE Advocates Internship provides opportunities for graduating ACE teachers during the ACE Summer working with Advocates. The ACE Advocates intern will assist with graduate data analysis, coordinating summer events, and developing and orchestrating the ACE Commencement Retreat. S/he will also be involved in hospitality, media projects, communication, and liturgical support throughout the summer. Summer accommodations, meal plan, and stipend included.

Taylor Kelly

Associate Director
tkelly10@nd.edu

ACE Liturgical Internship

The Liturgical Internship provides opportunities for graduating ACE teachers to be a part of ACE's liturgical efforts during the summer. This includes musical performance and support for Masses, the writing of prayers, as well as assisting at retreats and other events. Additionally, the Liturgical intern works in conjunction with the Advocates summer intern on event programming. Summer accommodations, meal plan, and stipend included.

Kevin Fitzsimmons

Associate Program Director
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SUMMER OPPORTUNITIES

ACE Comm Team Internship

The Communications Internship provides opportunities for graduating ACE teachers to support our summer communications priorities through a variety of storytelling projects during the summer session. Special consideration will be given to candidates with experience in shooting and editing video, photography, and writing. Additionally, the communications intern works in conjunction with the Advocates summer intern on event programming. Summer accommodations, meal plan, and stipend included.

Theo Helm

Director

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ACE ENL and CSA Internship

The ACE English as a New Language and Catholic School Advantage Internship provides opportunities for graduating ACE teachers to support our mission of embracing, educating, and empowering culturally and linguistically diverse students and families in Catholic schools. The ENL and CSA intern will help in coordinating the following summer initiatives: Hernandez Fellows, Latino Enrollment Institute, Adelante Conference, Latino Educator and Administrator Development program, and the School Pastors' Institute. The role will include hospitality, media projects, and logistical planning. Summer accommodations, meal plan, and stipend included.

Katy Lichon

Director

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Appendices

ACE CATHOLIC SCHOOL NETWORKS

Notre Dame ACE Academies

The Notre Dame ACE Academies are a network of Catholic schools in partnership with Notre Dame and ACE. With the goal of putting more children on the path to college and heaven, ACE and parish and diocesan schools collaborate in a unique model of urban Catholic schooling supported by parental choice scholarships and the mobilization of the resources of ACE, the University, and the (arch)dioceses. The net-worth of the NDAA network exceeds the sum of its parts. NDAA teachers and leaders collaborate across and within regions; are supported by NDAA regional directors, advancement specialists, and a national team; and benefit from other ACE programs like Teaching Fellows, Remick, ENL, Higher Powered Learning, and more. NDAA is looking for energetic, passionate individuals animated by a deep commitment to serve children in marginalized communities and help drive systemic change in Catholic schools. ACE Academies currently exist in Palm Beach (FL) and Indianapolis (IN).

Ryan Clark

Director

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American Indian Catholic Schools Network

The American Indian Catholic Schools Network is comprised of eight Catholic schools serving Native nations and students and is facilitated by the Alliance for Catholic Education. Aiming to create a foundation of mutual leadership, the network encourages and supports each member school in its ministry through talent formation, services to the schools, and research. The eight schools are located in Arizona, Minnesota, Montana, Nebraska, New Mexico, and South Dakota, and serve the Apache, Navajo, Blackfeet, Laguna Pueblo, Acoma Pueblo, Winnebago, Omaha, Lakota, and Ojibwe nations. These communities are significantly under resourced and geographically remote, thus often facing a dire teacher shortage. Many of the schools have expressed enthusiastic interest in having ACE graduates join their faculty, and some have the capacity to provide housing for an individual or group of teachers looking to serve within this important mission.

Will Newkirk

Associate Program Director

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INNOVATIVE CATHOLIC SCHOOL NETWORKS

Cristo Rey Network

The Cristo Rey Network is comprised of 37 quality, Catholic, college preparatory high schools for underrepresented urban youth. Through strong academics, coupled with real world work experience, Cristo Rey students graduate high school prepared for success in college and in life. Member schools utilize a rigorous academic model, supported with effective instruction, to prepare students with a broad range of academic abilities for college success. Cristo Rey Network schools employ an innovative Corporate Work Study Program that provides students with real world work experiences. Every student works five full days a month to fund the majority of his or her education, gain job experience, grow in self-confidence, and realize the relevance of his or her education. Students work at law firms, banks, hospitals, universities, and other professional corporate partners.

Emily Lazor, ACE 18

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Mary Grace Mangano, ACE 22

English Teacher
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mmangano@crstoreyny.org



Independence Mission Schools (Philadelphia, PA)

Independence Mission Schools provide a transformative Catholic education to children of all faiths in low-income neighborhoods across the city of Philadelphia. One of the poorest urban centers in the nation, Philadelphia has 400,000 residents living in poverty. Among students attending an Independence Mission School, 36% live in poverty, nearly double the rate of children across the nation. Each day IMS open their doors to nearly 5,000 students, many carrying with them the challenges of life below the poverty line—food insecurity, home insecurity, violence and fundamental learning deficits. These circumstances could seem like insurmountable odds for these young learners. Yet they are resilient and come to us energized and full of promise. Consider joining the expanding team, as they are seeking innovative educators for Pre-K through 8th grade in their network of 15 schools with a passion for preparing urban students for more than just the next test.

Nick Huck, ACE 11

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INNOVATIVE CATHOLIC SCHOOL NETWORKS

Partnership Schools (New York, NY and Cleveland, OH)

Managing nine Pre-K through 8th grade Catholic schools in the South Bronx, Harlem, and Cleveland on behalf of the Archdiocese of New York and the Diocese of Cleveland, respectively, this network of schools represents a groundbreaking new model in Catholic education, bringing together the best lessons from gap-closing Catholic, public, and charter schools while building on the strong and proven legacy of a values-based, holistic Catholic education. Teachers working within the Partnership are challenged by high expectations, supported by rich instructional resources and a caring community, and inspired by the mission to create life-changing opportunities through Catholic education for our more than 2,300 students.

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Christian Dallavis, ACE 4

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Seton Education Partners

Seton Education Partners is a national non-profit that seeks to expand opportunities for parents in underserved communities to choose an academically excellent, character rich, and vibrantly Catholic education for their children. Seton partners with (arch)dioceses and others across the country to implement innovative and sustainable new models that bridge the best of Catholic education's rich tradition with new possibilities. Seton is currently hiring teachers for the schools in their networks as well as school-based and network leadership positions for their various initiatives, both in the charter and Catholic school sector.

Dan Faas, ACE 17

Director of Character
Initiatives - Elementary
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Tess Lane

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OTHER OPPORTUNITIES

ACE has become a well-known program across the country, so much so that future employers often reach out to ACE faculty and staff in the hope of recruiting ACE graduates. The job opportunities and organizations listed below have surfaced within the past few months through conversations with programs interested in harnessing the mission-driven talents of people like you.

Empower Illinois

We believe that children only get one chance at a quality education. And sometimes, the best education option for these children is just out of financial reach. Join Empower to help expand quality education options for students from low-income and working-class families throughout Illinois. We are currently seeking new team members to help us grow our work in grass-roots advocacy and fundraising, policy and research, and general operations support. If you are entrepreneurial, self-driven and team-oriented, passionate about education, and full of joie de vivre, then we'd love to talk with you about joining our team!

Anthony Holter, ACE 7

President

anthony@empowerillinois.org

ESTEEM Masters Program

The [Alliance for Catholic Education \(ACE\) / ESTEEM partnership](#), first established in the Class of 2018 with [Arielle Gannon](#), is an opportunity for a former ACE Teaching Fellow to attend the ESTEEM Graduate Program at the University of Notre Dame and add skills from the world of innovation and entrepreneurship to their toolkit. Candidates will be chosen from a pool of applicants who have shown a sincere interest in creating and deploying technology to dramatically re-shape and improve education at any level. This includes, but is not limited to, access, delivery, measurement, quality of instruction and classroom experience, outcomes, etc.—especially for the under-represented—all in concert with the respective missions of ACE, ESTEEM, and the University of Notre Dame. The purpose of this partnership is to empower outstanding educators, who also show great promise as entrepreneurs, to be innovators in the education field.

Joey Quinones, ACE 25

ESTEEM Class of 2021

jquinon3@nd.edu

Kyle Williams

Assistant Director of
Recruiting

kwilliams@nd.edu

Dates to Remember

- **January 25 and March 15, 2021:** Upcoming rolling admissions deadlines
- Visit esteem.nd.edu for application information

OTHER OPPORTUNITIES

Fulbright US Student Fellowships

The [Fulbright US Student Program](#) is one of the world's most prestigious fellowships for conducting research or teaching English abroad for an academic year. [English Teaching Assistantships \(ETA\)](#) are offered in nearly 80 countries around the world and are an excellent way to increase your cultural competency in the classroom and beyond. Your ACE training makes you an excellent candidate for this exciting opportunity, and the Notre Dame Graduate School Office of Grants and Fellowships is willing to assist with the application process.

Kathryn Sawyer Vidrine

Assistant Program Director
Fulbright Fellow (2015-2016)
ksawyer2@nd.edu

ND PIER (Program for Interdisciplinary Educational Research)

ND PIER prepares doctoral students to rigorously examine the impact of educational practices, programs, and policies with training in state-of-the-art research methods. Working within the framework of the Ph.D. course requirements of the Notre Dame Graduate School, ND PIER gathers students interested in studying education from the academic departments of Economics, Political Science, Psychology, and Sociology into interdisciplinary cohorts. Students participate in a small number of courses to increase their knowledge and skills in educational social science as well as a bi-monthly seminar hosted by prominent educational researchers. Students also participate in a research apprenticeship with a mentor outside of their home discipline. Students admitted to ND PIER will be awarded the Rev. James A. Burns Fellowship, a renewable top-off award of up to \$10,000 for five years, which is offered in addition to the stipend, tuition remission, and health insurance typically provided to doctoral students. To be considered for ND PIER, students submit an additional essay as part of their application to one of Notre Dame's Ph.D. programs in Economics (January 15), Political Science (December 1), Psychology (December 1), or Sociology (January 5).

Julie Dallavis, ACE 7

Faculty Liaison to ND PIER
Julie.Dallavis@nd.edu

Patrick Graff, ACE 18

Sociology and PIER Student
pgraff@nd.edu

Dates to Remember

- ND Graduate School Application Deadlines (see above)

Learn More

- iei.nd.edu/initiatives/pier

TOOLS FOR POST-ACE EMPLOYMENT

ACE Job Board

ace.nd.edu/job-board

Sign-up to receive updates about new opportunities
<http://bit.ly/ACEJobUpdates>

If you are interested in continuing to work in education, please keep in mind that ACE has connections to schools, non-profits, and other universities. ACE graduates are doing all kinds of work in a wide variety of professional fields. If there is something in particular that you are interested in, chances are another ACE teacher has taken a similar path. We can help to connect you. Please contact the ACE Advocates team for more information. Do not hesitate to reach out to your ACE professors and contacts within your school for help as well!

Taylor Kelly

Associate Director
tkelly10@nd.edu

Kati Macaluso

Director
Kati.Macaluso@nd.edu

Licensure

Upon graduation, you will be eligible for certification in the State of Indiana in your particular developmental level and content area. The ACE Office of Educator Licensing will work with ACE graduates seeking licenses in other states.

Nancy Masters

Assistant Director
nmasters@nd.edu

Discernment Modules

Throughout the fall, the ACE Advocates team has provided you with a series of emails linking to our Discernment Module videos as well as pragmatic and spiritual resources that accompany these videos. We hope that you will continue referring to the videos and resources provided in the days and months to come. As a reminder, the videos can be found at bit.ly/DiscernACE.

Talking about ACE on a Resume

Describing ACE to a potential employer can be difficult. You were a full-time graduate student, but also a full-time teacher, and not an intern or student teacher. You were doing service, but you were not a volunteer because you got paid the whole time. Nonetheless, you did not make a full salary, just a stipend. You may have also been an AmeriCorps member. All of these apparent contradictions are difficult to convey to a potential employer. Below are some tips that past graduates have found helpful when preparing their resumes.

- **Be sure to include ACE as both an educational experience and a professional experience.**
- **As an educational experience, list your education in reverse chronological order followed by any licensure/certification you may have.**
- **As a professional experience, articulate your position (grade, subject, school, city) in ACE, mentioning specific responsibilities that may pertain to your desired position. Include everything you've done at your school as well as your summer practicum experience.**
- **Consider including a professional summary near the top that includes keywords to align your resume with the relevant job description.**
- **Remain consistent in your style with dates and sections, alignment, spacing, and punctuation.**
- **Be sure to include any awards you may have won, such as Teacher of the Month, and memberships in any professional organizations to which you may belong, such as NCEA or content-specific associations.**
- **Choose your words carefully and remain concise and precise to capture the attention of your audience.**

Sample Resumes

The following pages include sample resumes for a variety of positions, including K-12 Teaching, Graduate School, as well as a job description and resume for a position outside of education.

Graduate Student Career Services also has sample resumes and templates that can be found at gradcareers.nd.edu/application-process/templates-and-examples/ and gradcareers.nd.edu/application-process/resume/.

Sample Resume: K-12 Teaching

Carla Campbell

Street Address, City, ST ZIP · netid@nd.edu · (XXX) XXX-XXXX · www.linkedin.com/in/firstlast

PROFESSIONAL SUMMARY

- Two years of experience teaching Spanish in an under resourced Catholic high school
- Six weeks additional student-teaching experience for class from diverse socio-economic backgrounds
- Developed innovative curriculum for increasing student achievement through application, increasing student success outcomes by 40%
- Leadership development experience empowering students in the community

EDUCATION

University of Notre Dame, Notre Dame, IN
Master of Education, Alliance for Catholic Education (ACE) May 2017
Certification: Indiana license, Spanish, Grades 9-12 May 2017

- ACE is a two-year service program blending teaching in an under-resourced Catholic school and studying to complete a Master of Education degree

Vanderbilt University, Nashville, TN May 2015
Bachelor of Arts, Spanish, *magna cum laude*

PROFESSIONAL EXPERIENCE

St. Fabian Catholic School, Los Angeles, CA August 2015-Present
Spanish Teacher

- Organized lesson plans and presented material to 120 students across 4 sections of varying grade levels
- Created new curriculum for Spanish Advanced Placement exam preparation, leading to a 40% increase in scores of 4 or 5 from previous year
- Achieved 4.7/5.0 average rating on teacher observation evaluations

St. James Catholic School, Los Angeles, CA August 2015-May 2016
Student Council Faculty Advisor

- Provided leadership to a group of 10 elected students
- Supported the development of 3 quarterly fundraising events that generated over \$15,000
- Managed online student suggestion box, facilitating implementation of school improvements
- Achieved 100% retention of student involvement for following year

Vector Marketing (Cutco), Nashville, TN Academic Years 2012-2014
Sales Associate

- Taught customers safe handling procedures and the exceptional value of the products
- Revised existing training curriculum to incorporate innovative communication techniques

HONORS, LEADERSHIP, & INVOLVEMENT

Member, National Education Association (NEA) June 2015-Present
Student Representative, Vanderbilt University Leadership Council September 2014-May 2015

TECHNICAL SKILLS

Computer Skills: Adobe InDesign, Interactive White Board, Google Classroom, Microsoft Office
Languages: Fluent in Spanish (semester-long study abroad experience in Salamanca, Spain)

Sample Resume: Graduate School

Patricia Most

Street Address, City, ST ZIP · netid@nd.edu · (XXX) XXX-XXXX · www.linkedin.com/in/firstlast

EDUCATION

University of Notre Dame, Notre Dame, IN
Master of Education, Alliance for Catholic Education (ACE) May 2017
Certification: Indiana license, Spanish, Grades 9-12 May 2017

- ACE is a two-year service program blending teaching in an under-resourced Catholic school and studying to complete a Master of Education degree

University of Notre Dame, Notre Dame, IN May 2015
Bachelor of Arts, Economics, *magna cum laude*

PROFESSIONAL EXPERIENCE

Our Lady of Fatima School, Oklahoma City, OK July 2015-Present
3rd Grade Teacher

- Developed lessons and units that align with Common Core State Standards
- Organized monthly presentations from members of the local community for all 3rd grade students
- Assessed daily work, homework, and assessments
- Differentiated instruction to meet the needs of diverse learners
- Completed 20 or more hours of professional development annually
- Tutored students needing extra academic assistance after school
- Presented on topics of culturally sustaining pedagogy at faculty professional development events

Perley Primary Fine Arts Academy, South Bend, IN January 2011-December 2014
Art Program Volunteer

- Instructed 2nd-4th grade students in the construction of various art projects
- Directed students in the proper use and care of art supplies and tools

National Gallery of Ireland, Dublin, Ireland May 2014-July 2014
Education Department Intern

- Organized public program of events including lectures, workshops, performances, and films
- Assisted with art workshops for children and families
- Organized life-drawing workshops for senior citizens

RESEARCH EXPERIENCE

Department of Economics, University of Notre Dame September 2013-May 2015
Undergraduate Research

- Researched with Professor Mary Flannery, conducting primary and secondary source research
- Examined the relationship between the emigration crisis and funding of the education system in Spain

HONORS, LEADERSHIP, & INVOLVEMENT

Balfour-Hesburgh Scholar September 2012-September 2015
Doan Scholar September 2012-September 2015
Multicultural Student Programs and Services Scholar August 2012-August 2015

TECHNICAL SKILLS

Computer Skills: Adobe InDesign, Interactive White Board, Google Classroom, Microsoft Office
Languages: Fluent in Spanish (semester-long study abroad experience in Salamanca, Spain)

Sample Job Description and Resume: Outside Education

Manager, Program Manager - PMO - United Airlines, Inc. - Chicago, IL

Description:

The PM will deliver impactful projects/programs as assigned, and serve as change agent driving adoption of PMLC across the organization

- Responsible to provide direction, prioritization and structure to enable efficient implementation of assigned projects and initiatives.
- Responsible for directing the implementation of strategic planning, leading and directing all aspects of a major, diverse, and complex program or set of programs impacting the operation
- Owns hands-on delivery of programs
- Provides specialized technical aviation knowledge or equivalent, program management expertise, business acumen, and leadership skills to facilitate the identification and management of all interdependencies and areas of risk.
- Will adhere to the UA Program Management Life Cycle framework and all policy, procedure, guidelines as applicable.
- Lead and manage projects as assigned, both tactical and strategic
- Deliver high quality artifacts and outcome through all phases of PMLC including Envision, Design, Build, and Activate as needed to realize measurable business results
- Coach, guide, train project team members and other PMs on EDDBA, PMLC and related artifacts and deliverables.
- Assist team members and research operational and performance data to provide statistics, trends, and reporting that inform leadership steering and decision-making, and as assigned

Requirements:

- Undergraduate degree in business, technology, safety, or aviation related discipline required
- Bachelor's Degree, or equivalent experience
- Experience successfully coordinating business and technical resources under an integrated project plan to ensure the alignment of resources
- Demonstrated experience delivering measurable business benefit through project execution
- Strong interpersonal, verbal and presentation skills
- Demonstrated proficiency in facilitating, delegating and motivating cross functional groups or activities
- Exposure with change management/facilitation, enterprise communication and training
- Highly organized, and the ability to multi-task competing priorities
- Provide leadership, guidance, influence and mentoring for project teams
- Experience with process/system mapping and analysis
- Ability to conform to shifting priorities, demands and timelines through analytical and problem-solving capabilities
- Microsoft Suite -Word, Excel, PowerPoint, Visio and Project proficiency
- 5+ years' work experience
- 3+ years managing projects
- Demonstrated successful project delivery using fundamentals of PMBOK practices/methodologies
- Must be legally authorized to work in the United States for any employer without sponsorship
- Successful completion of interview required to meet job qualification
- Reliable, punctual attendance is an essential function of the position
- Has limited discretion in making tactical decisions; provides input on strategic decisions to management as required. Decisions and achievement of results could impact important projects and processes and / or have identifiable financial costs.

Preferred:

- Advanced degree preferred
- Project Management (PMI) Certification (Preferred)
- Lean Six Sigma certification
- Experience managing large, complex projects across multiple functions is preferred
- Experience managing and mentoring project management staff
- Airline industry experience a plus
- Demonstrated successful execution using SDLC, PMLC, DMAIC or DFSS methodology

Suzie Smith

Street Address, City, ST ZIP · netid@nd.edu · (XXX) XXX-XXXX · www.linkedin.com/in/firstlast

PROFESSIONAL SUMMARY

- Four years of experience in the Admissions Office at Georgetown University
- Created and implemented original materials and training plans for six periods across four skill levels
- Designed and coordinated outreach strategies for diversity recruitment, honor societies, etc.
- Administered two- to three-hour shifts of 25+ callers each in phone center with over 50,000 contacts

EDUCATION

University of Notre Dame, Notre Dame, IN
Master of Education, Alliance for Catholic Education (ACE) May 2017
Certification: Indiana license, Social Studies, Grades 9-12 May 2017

- ACE is a two-year service program blending teaching in an under-resourced Catholic school and studying to complete a Master of Education degree

Georgetown University, Washington, DC May 2015
Bachelor of Arts, History, *magna cum laude*

PROFESSIONAL EXPERIENCE

St. John's Catholic School, Tampa Bay, FL August 2015-Present
Social Studies Teacher

- Prepared and executed year-long and daily training plans for almost 130 students in four courses
- Proactively monitored and communicated learner progress, reducing student failure rate by over 50%
- Used assessment data to maximize instructional effectiveness in meeting learning objectives

Georgetown University, Office of Admissions, Washington, DC Fall 2011-Spring 2015
Senior Manager, Student Manager, Student Caller

- Designed and implemented calling strategy for phone center with over 50,000 prospective contacts
- Provided on-shift management of SmartCall system, 16 student managers, and 80+ student callers
- Processed 3000+ calls by 11 a.m. post-shift, resulting in 30 visits and 200 comments on average
- Trained 6-8+ new callers per semester, facilitating their growth and development as recruiters
- Fostered and maintained continued alumni relationships, procuring over 175 legacy applications

Georgetown University, Learning Resource Center, Washington, DC Fall 2012
Tutor

- Provided weekly remedial instruction for students struggling to complete course requirements
- Coordinated with professors and campus constituents to ensure successful program completion

HONORS, LEADERSHIP, & INVOLVEMENT

Secretary, DC Area Student Leadership Board of Trustees September 2014-May 2015
Hudson River Volunteer of the Year 2013

TECHNICAL SKILLS

Computer Skills: Adobe InDesign, Interactive White Board, Google Classroom, Microsoft Office
Languages: Advanced Proficiency in Spanish

Updating Your LinkedIn Profile

The following pages include information about how to update your LinkedIn profile to now include your ACE experience. We also welcome your presence in the ACE Alumni page on LinkedIn, which can be found at www.linkedin.com/groups/3774382.



LinkedIn Profile Checklist

PHOTO: It doesn't have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don't forget to smile!

HEADLINE: Tell people what you're excited about now and the cool things you want to do in the future.

SUMMARY: Describe what motivates you, what you're skilled at, and what's next.

EXPERIENCE: List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.

ORGANIZATIONS: Have you joined any clubs at school or outside? Be sure to describe what you did with each organization.

The screenshot shows a LinkedIn profile for David Xiao. The profile header includes his name, title 'Econ Major and Aspiring Financial Analyst', location 'San Francisco Bay Area', and industry 'Financial Services'. His previous roles are listed as 'Berkeley Ventures' and 'University of California, Berkeley'. The profile has 153 connections. Below the header is a 'Background' section with a 'Summary' and 'Experience' section. The 'Experience' section lists a 'Venture Capital Internship' at Berkeley Ventures from May 2013 to December 2013. The summary and experience sections contain text about his interests in the financial industry and his internship. The 'Organizations' section lists 'Berkeley A Capella' as a 'Lead Singer' from March 2012 to Present.

EDUCATION: Starting with college, list all the educational experiences you've had - including summer programs.

VOLUNTEER EXPERIENCE & CAUSES: Even if you weren't paid for a job, be sure to list it. Admissions officers and employers often see volunteer experience as just as valuable as paid work.

SKILLS & EXPERTISE: Add at least 5 key skills - and then your connections can endorse you for the things you're best at.

HONORS & AWARDS: If you earned a prize in or out of school, don't be shy. Let the world know about it!

COURSES: List the classes that show off the skills and interests you're most excited about.

PROJECTS: Whether you led a team assignment in school or built an app on your own, talk about what you did and how you did it.

RECOMMENDATIONS: Ask managers, professors, or classmates who've worked with you closely to write a recommendation. This gives extra credibility to your strengths and skills.

Education

University of California, Berkeley
Economics, B.A.
2013 - 2014 (expected)



Volunteer Experience & Causes

Big Buddy
Skyline High School
September 2012 - May 2013 (6 months) | Education

Mentored an Oakland high school student through the college application process, helping him get into his dream school.

Skills & Expertise

Most endorsed for...

- 12 Economics
- 11 Start-ups
- 10 Due Diligence
- 10 Venture Capital
- 10 Management



Honors & Awards

The Achievement Award Program
UC Berkeley

Four-year scholarship awarded to community-minded students with a proven track record of academic success.

Courses

University of California, Berkeley

- Microeconomic Theory (Econ 101A)
- International Monetary Economics (18C)
- Public Economics (200A)

Projects

Venture Capital Financing in India
May 2013

For our International Monetary Economics course, Paul and I decided to study the emerging venture capital industry in India. By looking at data from the World Bank, we were able to understand the challenges and opportunities facing this nascent sector. And we developed a series of recommendations for overcoming these challenges, which we delivered to our professor in a final term paper.

5 team members



David Xiao
Econ Major and Aspiring Financial Anal...



Paul Smith
Student at UC Berkeley

Recommendations

Received (3)

Venture Capital Internship
Berkeley Ventures



Tim Lee
Partner

David spent the summer with us at Berkeley Ventures and made an immediate impact. He showed us a brand new technique for firm analysis that he had just learned in school and came through with recommendations that opened our eyes to a unique set of opportunities.

We don't normally hire undergrads as interns but after working with David, we will agree!

November 15, 2013, Tim managed

Want more LinkedIn tips for students? Check out students.linkedin.com



Cover Letter Template and Samples

Below you can find a cover letter template that can be adapted for a variety of positions as well as sample cover letters on the pages that follow.

Graduate Student Career Services also has sample cover letters and templates that can be found at gradcareers.nd.edu/application-process/templates-and-examples/.

Your Name
Street Address
City, ST ZIP

Month Day, Year

Contact Name, Title (if known)
Organization Name
Street Address
City, ST ZIP

**In an email or on-line application you would omit the date and the contact information for you and the addressee. Begin with the salutation.*

Dear Professor/Dr./Ms./Mr. Last Name,

Opening Paragraph – why you are writing: As with all introductions, try to “hook” your reader. State the specific position you are applying for and how you learned about it. If there was not an advertised position, explain why you are writing. Mention if you were referred to the position from someone within the organization, making sure to highlight, up front, that you were recommended by someone within the department. Briefly describe who you are and why you are applying to this employer – what have you done, what do you stand for, and what does this position and/or community of which it is a part represent to you?

Middle Paragraphs – what qualifications you bring: Demonstrate how teaching, graduate school, and other key experiences have prepared you for the job as described in the position description. These paragraphs should go beyond what has already been listed in your resume and focus on transferable skills from your previous experiences. Give 2-3 key experiences or achievements that would be relevant to your work with this organization. Clearly argue why it is logical for you to apply for the position and why it is logical for the hiring committee to consider your application. Indicate what contributions you will make and how you will fit in. Be sure to customize your cover letter for each position, making specific connections between the details outlined in the position description and your skills and experiences.

Concluding Paragraph – next steps: Cover the logistics. Indicate that your CV or resume, references and supporting documents are included. Provide your phone number and e-mail address for their convenience. Thank them for their time and consideration of your application and indicate that you look forward to discussing your qualifications and the job requirements in more detail.

Sincerely,

(signature)

Name (typed)

Sample Cover Letter: K-12 Teaching

Allison C. Example
107 Sandner Hall
Notre Dame, IN 46556

January 1, 2021

Mrs. Leader Ship
Bishop Garriga Middle Preparatory School
3114 Saratoga Boulevard
Corpus Christi, TX 78415

Dear Mrs. Ship:

It is with great enthusiasm that I express my interest in the social studies teaching position at Bishop Garriga Middle Preparatory School. Bishop Garriga's recognition of each child's unique needs and dedication to their academic, social, and spiritual development resonates so deeply with my reasons for having fallen in love with teaching. I cannot think of an effort more important than participating in this mission as a Catholic school teacher.

As a middle school social studies teacher, I have developed a deep passion and respect for this discipline and its capacity to help fulfill one of the primary purposes of education: to build bridges between and among people. I have dedicated the last two years to developing my talents as a teacher through the University of Notre Dame's Alliance for Catholic Education Teaching Fellowship. While teaching full-time at All Saints Catholic School in Fort Worth, I have designed curriculum, crafted assessments and instructional plans to support students' learning, grown in my capacities as a coach and mentor, cultivated a passion for working in under-served communities, and fulfilled my graduate coursework for my Master of Education degree at Notre Dame. I would love nothing more than to continue to help students of all levels master the social studies skills and dispositions they will need for success in and beyond their K-college careers, all while working to make God known, loved, and served.

I would love to continue my career as an educator at Bishop Garriga Middle Preparatory School, with its strong reputation for putting students first. On the enclosed resume, you will find more information about my professional and educational background. If there are any additional details I can provide, please don't hesitate to contact me either by phone (123-456-7890) or by email (aexample@nd.edu). Thank you for your time and consideration. I look forward to discussing my qualifications for this teaching opportunity with you in more detail.

Sincerely,

Allison C. Example

Sample Cover Letter: Outside Education

Brendan B. Model
107 Sandner Hall
Notre Dame, IN 46556

January 1, 2021

Jane Smith, Director
Community Success Center
1111 Maple St.
Orlando, FL 32816

Dear Dr. Smith,

In my teaching experience, I have learned that education is about empowerment—serving others to fulfill their potential and meet their goals. As an educator, I am invested in helping individuals in their pursuit of knowledge and personal growth, and I am eager to bring my experience in planning and mentoring to the Program Manager position with the Community Success Center. Serving in this role would allow me to continue working to empower community members while also transitioning to a more administrative role at an exemplary non-profit organization. This reality, combined with your commitment to being a force for good in the community, makes me excited to apply for the position.

One of the hallmarks of my recent work as a high school teacher has been regular remediation meetings with struggling students. At least twice a semester, I met with students whose grades had fallen below a C to identify their unique challenges and weaknesses and to create an improvement plan. Often this required collaborating with fellow faculty members and administrators for a full array of support resources. Through these meetings—which led to 80% of the students in question achieving a B or greater—I have developed a practical toolkit for helping individuals succeed, and I look forward to applying these processes to my work with struggling community members.

My psychology research throughout my undergraduate and graduate coursework at Notre Dame has refined my ability to manipulate and interpret data in meaningful ways. I look forward to the opportunity to apply these skills to the administrative aspects of the position in order to increase operational efficiencies to better leverage the opportunities presented in my budget. Through this process, I believe I could work with colleagues to serve a greater proportion of the Orlando community and continually strive to live our mission of excellence.

I am excited about the possibility of joining the Community Success Center team. On the enclosed resume, you will find more information about my professional and educational background. If there are any additional details I can provide, please do not hesitate to contact me either by phone (123-456-7890) or by email (bmodel@nd.edu). Thank you for your time and consideration. I look forward to discussing my background with you in more detail.

Sincerely,

Brendan B. Model

Sample Thank You Letter

A thank you letter will not likely determine whether or not you get the job offer, but it may give you an edge over someone who doesn't send a letter. Two general guidelines are to handwrite it and, as with your resume and cover letter, keep it brief. If time is of the essence, email your thanks.

Mr. William Costa
Bishop Sullivan High School
2615 Illinois Avenue NE
Washington, DC 20017

March 14, 2021

Dear Mr. Costa:

Many thanks for meeting with me yesterday to discuss the possibility of making me a teacher in the English department at Bishop Sullivan.

I was especially impressed with your facility, faculty, and the students I met in the hallways between classes. You are clearly running a remarkable school, and I would count it a privilege to serve there.

If you have any further questions, please do not hesitate to get in touch with me. Thank you again for your kindness and consideration. I look forward to hearing from you!

Sincerely,
Elizabeth Halverson

Letters of Recommendation

The ACE team is very pleased to help with letters of recommendation. Please consider your professors (academic supervisors, methods instructors, etc.) for academic references. Pastoral administrators can assist with character/pastoral references. When requesting a letter of recommendation, provide at least three weeks notice as well as an updated resume and cover letter.

As with all things, there are ethics involved in the application process. Writers of letters of recommendation put not only their time but also their reputation--along with ACE's reputation--on the line when composing and submitting a formal recommendation on behalf of an applicant. These letters signal to a potential employer or program that you are a strong and viable candidate for the position. We realize that you are likely to apply for multiple positions and programs, and we are happy to support you in writing multiple letters. However, please keep in mind that it can be both unethical and unprofessional to put recommenders in the position of compromising their reputation and care for the mission of Catholic schools (especially under-resourced Catholic schools) by requesting a recommendation for a position in K-12 Catholic education when there are known offers on the table from other schools awaiting your decision. Thank you in advance for representing ACE and our mission so well.

PRAYER TO DO GOD'S WILL

My Lord God, I have no idea where I am going. I do not see the road ahead of me. I cannot know for certain where it will end. Nor do I really know myself, and the fact that I think that I am following your will does not mean that I am actually doing so. But I believe that the desire to please you does in fact please you. And I hope I have that desire in all that I am doing. I hope that I will never do anything apart from that desire. And I know that if I do this you will lead me by the right road, though I may know nothing about it. Therefore will I trust you always, though I may seem to be lost and in the shadow of death. I will not fear, for you are ever with me, and you will never leave me to face my perils alone.

—Thomas Merton

PRAYER FOR PATIENT TRUST

Above all, trust in the slow work of God. We are quite naturally impatient in everything to reach the end without delay. We should like to skip the intermediate stages. We are impatient of being on the way to something unknown, something new. And yet it is the law of all progress that it is made by passing through some stages of instability—and that it may take a very long time. And so I think it is with you; your ideas mature gradually—let them grow, let them shape themselves, without undue haste. Don't try to force them on, as though you could be today what time (that is to say, grace and circumstances acting on your own good will) will make of you tomorrow. Only God could say what this new spirit gradually forming within you will be. Give Our Lord the benefit of believing that his hand is leading you, and accept the anxiety of feeling yourself in suspense and incomplete.

—Pierre Teilhard de Chardin, SJ

VOCATION PRAYER

O loving God, prepare my heart to listen to you. Guide me as I discern your plan in my life. Give me the openness I need to truly hear what you say to me. Let me get in touch with the deepest desires of my heart where you speak to me. I ask this in the name of Jesus who lived your will. Amen.

