

# The Professional Brochure

The professional brochure is a marketing tool that can be used during the job search. Its purpose is to provide a snapshot of one's teaching effectiveness, overall professionalism and ethical leadership. The guidelines for constructing the brochure compliment the Pitt-Johnstown Professional Educator Portfolio (PEP) and the professional resume and are informed by the Candidate Learning Framework. While portions of both the PEP and resume may be used to construct the Professional Brochure, the brochure should not duplicate either.

There are five (5) key components necessary for constructing a noteworthy professional brochure: 1) the author's name, educational background, professional credentials and contact information, 2) a statement of one's teaching philosophy, 3) evidence of deliberate instructional planning and implementation, 4) evidence of positive impact on students' learning, 5) evidence of engaging all students within the learning process. In addition, the brochure may include any unique skills and/or examples of one's leadership relevant to the profession.

## **1. The author's name, educational background, professional credentials and contact information.**

These components will most likely be drawn from one's professional resume. Each should be stated in brief, following the resume format. It is not necessary to write these component as complete sentences. They should be readily visible at first glance as they convey one's minimal, yet necessary qualifications. Professional credentials consist of teaching licensures and other relevant certifications and endorsements such as Applied Behavioral Analysis (ABA), TESOL, CPR, etc.

## **2. A statement of one's teaching philosophy.**

This component conveys one's core beliefs about teaching and learning. Often the teaching philosophy informs the reader of one's stance for supporting students' learning and development. In addition, the philosophy may contain information about what parents and colleagues may expect in terms of one's role and contributions to the profession and educational community.

## **3. Evidence of deliberate instructional planning and implementation.**

Because the brochure is a snapshot, this component should be written in the lesson plan format. Typically, it is an appreciated or abridged version of an actual lesson. And, like the teaching philosophy, this component may be borrowed from the PEP. The usual elements consist of relevant (common and/or state) standard(s), objective(s), assessment(s), and methods.

## **4. Evidence of positive impact on student learning.**

This component is important for demonstrating teaching effectiveness and should align with evidence of deliberate instructional planning and implementation, but should be articulated separately. To the extent possible, impact should be expressed quantitatively, but may be written descriptively.

## **5. Evidence of engaging all learners in the learning process.**

This component demonstrates one's ability to support the learning processes for diverse learners and substantiates one's teaching philosophy. When using photography to demonstrate student engagement, descriptions must be included to explain the context and content.

## **Designing the Professional Brochure**

The brochure should be constructed on an 8.5" x 11" page. Typically, both sides are used with no more than three vertical panels on each. Most computers in the Pitt-Johnstown computer labs are equipped with Microsoft Publisher. The visual layout should be visually attractive but not cluttered. Be sure to choose colors that may be easily read by all, particularly when duplicated. While creativity is expected, editing is required to ensure that the brochure is professional and free of

grammatical errors. For maximum effect, the brochure should be saved as a pdf file and professionally printed.