



2023 ACE Advocates  
Discernment Guide



# Table of Contents

I. Letter from ACE Advocates Team	4
II. Use Your Talents	5
III. ACE Advocates Regional Leaders	13
IV. Post-Graduation ACE Programs	16
A. Important Dates	17
B. Continued Formation	18
C. Summer Opportunities	21
V. Appendices	24
A. ACE Catholic School Networks	25
B. Innovative Catholic School Networks	26
C. Other Opportunities	28
D. Tools for Post-ACE Employment	32

## SAVE THE DATES

**Tuesday, July 9-Thursday, July 11, 2024 - ACE 29 Commencement Retreat**  
**Thursday, July 11, 2024 - ACE 29 Commencement Grotto Service**  
**Friday, July 12, 2024 - ACE 29 Commencement Reception**  
**Saturday, July 13, 2024 - ACE 29 Commencement**

Dear ACE 29 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 God need you to be in this world?—through the Discernment Series available on the ACE website. You may begin that series by visiting the following webpage: <https://ace.nd.edu/resources/discernment-series-part-1-journey-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 2024-2025 academic year.

**65%**  
of TF over the past five  
years teach for  
another year

**34%**  
still teach

**64%**  
are teaching in  
Catholic schools

## Jehdah Burton, ACE 28

HS Science  
McGill-Toolen Catholic HS  
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HS Math  
Clearwater Central HS  
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## Kristin Cullinan, ACE 27

2nd Grade  
St. Josaphat  
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## Will Keffler, ACE 24

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## Raymond Moylan, ACE 27

HS Theology  
Rosati-Kain Academy  
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3rd Grade  
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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.

**77**

**diocesan leaders  
connected to ACE**

**127**

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

**245**

**former TF are school  
leaders**

**Kaitlyn Aguilar, ACE 16**

Principal  
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ACE 15**

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**Sheila Doyle, ACE 24**

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**Dominic Fanelli, ACE 18**

Principal  
Benedictine HS  
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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.

**17**  
TF grads working in  
Policy

**416**  
Reform Leaders'  
Summit participants

## Anna Egalite, ACE 14

Associate Professor  
NC State University  
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## Patrick Graff, ACE 18

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## Brian Hayes, ACE 9

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# GRADUATE SCHOOL FOR EDUCATION

Much like with educational 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.

**170**

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

**21**

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

**22**

TF grads pursuing an additional Master's

## Elena Crafton, ACE 24

Ph.D. Student in Education  
University of Delaware  
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## Tyler Popa, ACE 21

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## Evan Rhinesmith, ACE 18

Ph.D. in Education Policy  
Senior Program Officer  
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## Anne Rosencrans, ACE 23

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Counseling Psychology  
Oklahoma State University  
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## Katie Ward, ACE 26

Ph.D. Student in Curriculum, Instruction, and Teacher Education  
Michigan State University  
East Lansing, MI  
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## Jackie Winsch, ACE 24

Ph.D. Student in Reading, Writing, and Literacy  
University of Pennsylvania  
Philadelphia, PA  
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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.

**57**  
TF grads entered  
religious formation

**16**  
ordained priests

**14**  
TF grads are currently  
in religious formation

## Sr. Mary Elizabeth Albers, SOLT

Vocations Servant  
Society of Our Lady of the  
Most Holy Trinity  
Detroit, MI  
[srmaryelizabethsolt@gmail.com](mailto:srmaryelizabethsolt@gmail.com)

## Ned Berghausen, ACE 13

Permanent Deacon  
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## Fr. Drew Clary, CSC, ACE 16

Associate Vocations Director  
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## Fr. Lou DelFra, CSC

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## David Murray, CSC, ACE 20

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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

**Michael Bryan, ACE 17**

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## Engineering

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**Patrick O'Brien, ACE 15**

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## Medicine

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### Ethan Montemayor, ACE 21

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## Non-Profit

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Center for the Homeless  
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### Liz Hughes, ACE 7

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## Pastoral Ministry

### Patrick Kincaid, ACE 17

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### Grace Klise, ACE 22

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### Maureen Kurz, ACE 13

School Counselor  
Durham School of the Arts  
Durham, NC  
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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.

## Boston

Michael Shippie, ACE 20  
[mshippie@alumni.nd.edu](mailto:mshippie@alumni.nd.edu)

## Chicago

Emma Fleming, ACE 24  
[eflemin3@alumni.nd.edu](mailto:eflemin3@alumni.nd.edu)

## Dallas

Andrea Pujol, ACE 23  
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## Detroit

Dan Faas, ACE 17  
[danfaas@gmail.com](mailto:danfaas@gmail.com)

## Fort Worth

Selena Vasquez, ACE 20  
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## Louisville

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## New Orleans

Ben Russo, ACE 19  
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## New York

Seamus Ronan, ACE 23  
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## San Antonio

Ashley Altizer, RLP 10  
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## Toledo

Lauren Rudy, ACE 17  
[lauren.ek.rudy@gmail.com](mailto:lauren.ek.rudy@gmail.com)

## South Bend

Taylor Kelly, ACE 23  
[tkelly10@nd.edu](mailto:tkelly10@nd.edu)

## Tucson

Keiran Roche, ACE 13  
[keirandroche@gmail.com](mailto:keirandroche@gmail.com)

## Twin Cities

Katie Peterson, ACE 22  
[katie.moran.peterson@gmail.com](mailto:katie.moran.peterson@gmail.com)

## Washington, D.C.

Bridgette Groden, ACE 22  
[bridgette.groden@gmail.com](mailto:bridgette.groden@gmail.com)

# Concentrations of ACE Graduates





# Post-Graduation ACE Programs



# IMPORTANT DATES

## Continued Formation:

Applications Open Now:

- ACE in Chile
- Remick Leadership Program
- Reform Leaders' Summit
- English as a New Language Program
- Program for Inclusive Education

Application Deadlines:

- January 15, 2024 - ACE in Chile
- February 1, 2024 - Reform Leaders' Summit
- February 1, 2024 - Remick Leadership Program
- March 1, 2024 - Program for Inclusive Education
- March 31, 2024 - English as a New Language Program

## Summer Opportunities:

Applications Open - February 1, 2024:

- Teachers in Residence
- ACE Advocates Internship
- ACE Comm Team Internship
- ACE ENL and CSA Internship
- ACE Liturgical Internship
- ACE Program for Educational Access Internship
- ACE Recruitment Internship

Application Deadlines - February 29, 2024:

- Teachers in Residence
- ACE Advocates Internship
- ACE Comm Team Internship
- ACE ENL and CSA Internship
- ACE Liturgical Internship
- ACE Program for Educational Access Internship
- ACE Recruitment 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 in Quito, Ecuador (for this reason, prior Spanish knowledge is not mandatory). 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.

**Katy Lichon**

Director

[kwalter5@nd.edu](mailto:kwalter5@nd.edu)

[ace.nd.edu/chace](http://ace.nd.edu/chace)

## Remick Leadership Program

The Mary Ann Remick Leadership Program forms transformational Catholic school leaders through intentional community building, integrated spiritual development, and rigorous academic preparation to strengthen Catholic schools. 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 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. We encourage applicants to have 3-5 years of teaching experience before applying.

**Jonathan Hake**

Associate Program Director

[jhake@nd.edu](mailto:jhake@nd.edu)

[ace.nd.edu/leadership](http://ace.nd.edu/leadership)

# CONTINUED FORMATION

## STEM Teaching Fellows

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. The trajectory of the Fellowship follows the formation of STEM teacher leaders who become excellent within their own classrooms and help develop a high-quality and equitable STEM learning culture in their school communities. 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. Applications available beginning in November 2024.

**Matt Kloser**

Director

[stemfellows@nd.edu](mailto:stemfellows@nd.edu)

[stemeducation.nd.edu/fellows](https://stemeducation.nd.edu/fellows)

## Reform Leaders' Summit

The Reform Leaders' Summit is a year-long formation experience designed for those interested in learning about education reform. We are intentionally seeking K-12 teachers to join this year's cohort. The mission of the Reform Leaders' Summit is to equip leaders with the skills and abilities needed to support equity and family rights in education. Each year, we select a cohort of 40-45 talented leaders who engage in three in-person Summit weekends and monthly Zoom calls to learn more about education policy. This program is cost-free to participants.

**Collin Gortner**

Associate Program Director

[cgortner@nd.edu](mailto:cgortner@nd.edu)

[ace.nd.edu/reform-leaders-summit](https://ace.nd.edu/reform-leaders-summit)

# CONTINUED FORMATION

## English as a New Language (ENL)

English learners are the fastest growing student population in the United States. At the heart of the English as a New Language (ENL) 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 ESL licensure and develop expertise in instructional and assessment strategies for English learners, linguistics, language acquisition, and culturally sustaining pedagogy. The program involves a one-week summer session on campus (July 17-25), six days of online courses in the summer, as well as four courses delivered online throughout the year. ACE Hernandez Fellows work to ensure this growing population thrives in Catholic schools. AmeriCorps, Title II, and Title III funds have been accessed to fund ENL candidates.

**Katy Lichon**

Director

[kwalter5@nd.edu](mailto:kwalter5@nd.edu)

[ace.nd.edu/enl](http://ace.nd.edu/enl)

## 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 (PIE) offers an 18-credit hour formation program with deep expertise in educating and advocating for learners with academic, behavioral, executive functioning, 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, diocesan grants, 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.

**Abby Giroux**

Associate Director

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# SUMMER OPPORTUNITIES

## Summer Teachers in Residence

The 2024 Cohort of Teachers in Residence will serve as cooperating teachers in South Bend K-12 Catholic schools, mentoring members of ACE 31. Teachers in Residence will also potentially have the opportunity to serve as Clinical Faculty for an M.Ed. course or as a part-time intern for another ACE program in the afternoons. Cohort members will receive a summer stipend, housing in an air conditioned dorm, a full summer meal plan, and opportunities for professional workshops on instructional coaching.

**Paige Hamilton**

Associate Program Director  
[phamilt2@nd.edu](mailto:phamilt2@nd.edu)

## 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 develop and orchestrate the ACE Commencement Retreat as well as coordinate summer events and assist with graduate data analysis. 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**

Interim Director  
[tkelly10@nd.edu](mailto:tkelly10@nd.edu)

## 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  
[thelm1@nd.edu](mailto:thelm1@nd.edu)

# SUMMER OPPORTUNITIES

## 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. Additionally this opportunity will allow the intern to impact this important work up close. The role will include conference preparation, hospitality, media projects, and logistical planning. Summer accommodations, meal plan, and stipend included.

**Katy Lichon**

Director

[kwalter5@nd.edu](mailto:kwalter5@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.

**Sarah Witt**

Associate Program Director

[switt2@nd.edu](mailto:switt2@nd.edu)

## ACE Program for Educational Access Internship

The Program for Educational Access (PEA) intern will travel to New Orleans and contribute to ACE's public policy efforts. This intern will assist with the planning and coordination of the Reform Leaders' Summit weekends at Notre Dame (June 7-9) and New Orleans (June 20-23). Also, this intern will conduct policy research and support the PEA's communications efforts. This part-time internship can be completed in conjunction with another ACE Summer internship. Summer accommodations, meal plan, and stipend included.

**Collin Gortner**

Associate Program Director

[cgortner@nd.edu](mailto:cgortner@nd.edu)

# ACE Recruitment Internship

The Recruitment Internship provides an opportunity for a graduating ACE teacher to be part of ACE Teaching Fellows' growing recruitment and enrollment team and planning efforts during ACE Summer. This includes, but is not limited to, hosting prospective applicants on-campus during our open houses, storytelling/digital marketing, strategic communications, and analyzing recruitment & enrollment data. This position will receive a summer stipend, housing in an air-conditioned dorm, and a full summer meal plan.

**Mike Comuniello**

Senior Associate Director  
[mcomunie@nd.edu](mailto:mcomunie@nd.edu)



LEAD  
Educator and Administrator  
Development Program

LEAD  
Educator and Administrator  
Development Program

Appendices



# ACE CATHOLIC SCHOOL NETWORKS

## Notre Dame ACE Academies

The Notre Dame ACE Academies: A sustainable, scalable formation and support model to increase the number of quality Catholic school options in underserved and marginalized communities. The Notre Dame ACE Academy (NDAA) partners with and forms talented, forward-thinking superintendents and diocesan leaders to provide the highest quality Catholic education to as many students as possible. Building on 30 years of strengthening and sustaining Catholic schools, NDAA is uniquely positioned to establish deeper partnerships and then cultivate them to positively impact Catholic school systems. Partner Diocese and schools are formed and coached in the NDAA model of school and systems-level change management, the development of the skills, knowledge, and dispositions necessary to revitalize, strengthen, sustain and transform Catholic schools. We work directly with and in schools that serve historically underserved communities and require revitalization. NDAA is looking for energetic, passionate individuals animated by a deep commitment to serve children in historically underserved communities and help drive systemic change in Catholic schools. ACE Academies currently exist in Palm Beach (FL), Cleveland and Akron (OH).

**Ryan Clark**

Director

[rclark9@nd.edu](mailto:rclark9@nd.edu)

[ace.nd.edu/academies](http://ace.nd.edu/academies)



## American Indian Catholic Schools Network

The American Indian Catholic Schools Network comprises eight Catholic schools serving Indigenous communities 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 truth and healing. The eight schools are located in Arizona, Minnesota, Montana, Nebraska, New Mexico, and South Dakota, and serve the Acoma, Blackfeet, Laguna, Oglala Lakota, Omaha, Red Lake Ojibwe, San Carlos Apache, Winnebago, and Zuni Indigenous communities. These schools are significantly under-resourced and geographically remote, thus often facing a dire teacher shortage. Many have expressed enthusiastic interest in offering ACE graduates full-time faculty or summer school positions, and some have the capacity to provide housing for an individual or group of teachers looking to serve within this important mission.

**Will Newkirk**

Director

[wnewkirk@nd.edu](mailto:wnewkirk@nd.edu)

[ace.nd.edu/aicsn](http://ace.nd.edu/aicsn)



# INNOVATIVE CATHOLIC SCHOOL NETWORKS

## Cristo Rey Network

The Cristo Rey Network is comprised of 39 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**

AP Seminar and  
World Religions Teacher  
Cristo Rey Dallas  
[elazor@crstoreydallas.org](mailto:elazor@crstoreydallas.org)

**Geoffrey Perks,  
ACE 20**

World History Teacher  
Cristo Rey Fort Worth  
[gbperks@gmail.com](mailto:gbperks@gmail.com)



## 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 4,000 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 14 schools with a passion for preparing urban students for more than just the next test.

**Nick Huck, ACE 11**

Principal  
St. Helena-Incarnation  
[nhhuck@gmail.com](mailto:nhhuck@gmail.com)

**Betsy Rafferty, ACE 15**

Principal  
St. Malachy  
[erafferty@stmalachyphila.org](mailto:erafferty@stmalachyphila.org)



# INNOVATIVE CATHOLIC SCHOOL NETWORKS

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

Managing eleven 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 3,500 students.

**Christian Dallavis, ACE 4**

Assistant Superintendent  
[christiandallavis@gmail.com](mailto:christiandallavis@gmail.com)  
[www.partnershipnyc.org](http://www.partnershipnyc.org)

**Trista Rivera, RLP 16**

Principal  
Mt. Carmel-Holy Rosary  
[trivera825@gmail.com](mailto:trivera825@gmail.com)

**THE  
PARTNERSHIP**  
*for inner-city education*

## Big Shoulders Fund (Chicago, IL)

Big Shoulders Fund is an independent charitable organization that supports over 20,000 students in 92 Catholic schools in the Chicago area and Northwest Indiana region. Across Big Shoulders schools, 84% of scholars attend a Catholic or high-quality Chicago Public High School. 85% enroll in college and 95% graduate college. Additionally – Over 70% of Big Shoulders Fund students reside in low-income households and over 80% identify as Black, Latinx, or Hispanic. For more than thirty-five years, Big Shoulders Fund has helped Chicago's children achieve their dreams through access to a high-quality education. We accomplish this by investing more than \$30 million annually in four major areas – scholarships and enrichment, operational improvements, academic programs, and teacher and leadership development. Our goal is to support, celebrate, and retain excellent staff because we know that is what is best for children, schools, and communities. We are seeking Preschool- 12th grade teachers to empower students across our network of 92 schools – reach out to learn more about the students we serve and the network of support you can expect as a Big Shoulders Fund teacher.

**Caitlin Lee**

Assistant Director for  
School Talent Recruitment  
[clee@bigshouldersfund.org](mailto:clee@bigshouldersfund.org)  
[www.bigshouldersfund.org](http://www.bigshouldersfund.org)



# 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.

## 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.

**Iseli Hernandez**

Admissions Recruiter  
[ihernandez@nd.edu](mailto:ihernandez@nd.edu)

**Joey Quinones, ACE 25**

ESTEEM Class of 2021  
[jquinon3@nd.edu](mailto:jquinon3@nd.edu)

### Dates to Remember

- **January 29 and March 13, 2024:** Upcoming rolling admissions deadlines
- Visit [esteem.nd.edu](https://esteem.nd.edu) for application information

## 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. Over the past nine years, Notre Dame has been named a Top Producer of Fulbright Awards, with many Finalists coming from the ACE program.

**Kayla Hurd**

Fulbright Program Advisor  
[khurd@nd.edu](mailto:khurd@nd.edu)

# Master of Divinity Program

The Notre Dame Master of Divinity Program (MDiv) is the premier Catholic formation program for ministry in the country. All admitted students receive a full tuition scholarship and a modest yearly stipend. The three-year lay student track offers lay Catholics a holistic program of intellectual, pastoral, human, and spiritual formation. Students take a carefully designed curriculum of courses from world-renowned professors who are committed to the life of the Church. They also receive the most comprehensive human and spiritual program for lay ecclesial ministry in the United States and extensive field education and ministry placements where students learn, serve, and lead. The MDiv program is also distinctive in its side-by-side formation of lay students, religious brothers, and seminarians. This joint formation is widely recognized as exemplary for those preparing for ministry in the Catholic Church. Our graduates enter a wide variety of ministries after the program: most commonly, campus ministry and residential life at universities, non-profit ministries serving the most vulnerable, high school teaching, and parish or diocesan ministry.

**Todd Walatka**

Director

[twalatka@nd.edu](mailto:twalatka@nd.edu)

## Dates to Remember

- **January 2: Application Deadline**

## Learn More

- [theology.nd.edu/graduate-programs/mdiv/](http://theology.nd.edu/graduate-programs/mdiv/)

# Notre Dame Rectors

You are invited to discern an opportunity to help form students as a Rector at the University of Notre Dame. A full time (ten month), live-in position, Rectors are all masters trained professionals that share their gifts and talents with the residence hall where they live and work. Focusing on our core tenants of the role: pastoral leader, community builder, university resource, and chief administrator-- Rectors serve the needs of their students who are randomly assigned as first years and stay in the hall for their entire on campus experience providing the Rector with the opportunity to form young people into the men and women that God has called them to be. In this role, you'll help lead a hall staff, plan Masses and retreats, dances and barbeques, have heart to hearts, and walk with your residents during the most joyful or vulnerable moments of their lives-- a true ministry of accompaniment. For those interested, our usual hiring cycle begins with an application in January/February for a July start date.

**Zack Imfeld**

Director for Recruitment,  
Hiring, and Retention  
[zimfeld@nd.edu](mailto:zimfeld@nd.edu)

**Michael Davis, ACE 28**

Siegfried Hall Rector  
[mdavis25@nd.edu](mailto:mdavis25@nd.edu)

**Sarah Motter, ACE 23**

Breen-Phillips Hall Rector  
[smotter@nd.edu](mailto:smotter@nd.edu)

# OTHER OPPORTUNITIES

## 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 15), Psychology (December 1), or Sociology (December 1).

**Julie Dallavis, ACE 7**

Associate Director  
[Julie.Dallavis@nd.edu](mailto:Julie.Dallavis@nd.edu)

**Patrick Graff, ACE 18**

Sociology and PIER Student  
[pgraff@nd.edu](mailto:pgraff@nd.edu)

### **Dates to Remember**

- **ND Graduate School Application Deadlines (see above)**

### **Learn More**

- [iei.nd.edu/initiatives/pier](http://iei.nd.edu/initiatives/pier)

# OTHER OPPORTUNITIES

## Chicago Jesuit Academy

Chicago Jesuit Academy is a loving and academically rigorous tuition-free Catholic elementary school for students and families from resilient communities impacted by historical disinvestment. They accompany their students and alumni from enrollment through the start of their careers as they develop their gifts and grow as men and women for others. Located in Austin on Chicago's West Side, CJA admits students to all grades in their lower and middle school without regard for their race, ethnicity or religion, and CJA enrolls 3rd-, 4th- and 5th-grade students without regard for their past levels of academic achievement. They use small class sizes, extended school days and an 11-month school year to give personal care to their students and help them develop as whole persons. They accompany their alumni on their unique paths to meaningful employment and support them throughout high school, their post-secondary education and the start of their careers, always welcoming them back as leaders at CJA and in the broader community.

**Ravae Duhaney**

Director of Talent

[duhaney@cjacademy.org](mailto:duhaney@cjacademy.org)

[www.chicagojesuitacademy.org](http://www.chicagojesuitacademy.org)

**Terra Nelson, ACE 27**

Faculty

[nelson@cjacademy.org](mailto:nelson@cjacademy.org)

**Caroline Rooney, ACE 25**

Faculty

[rooney@cjacademy.org](mailto:rooney@cjacademy.org)

# TOOLS FOR POST-ACE EMPLOYMENT

## ACE Job Board

[ace.nd.edu/jobs](http://ace.nd.edu/jobs)

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**

Interim Director  
[tkelly10@nd.edu](mailto:tkelly10@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.

**Erika Irlbeck**

Associate Director  
[erika.irlbeck@nd.edu](mailto:erika.irlbeck@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](http://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/](https://gradcareers.nd.edu/application-process/templates-and-examples/) and [gradcareers.nd.edu/application-process/resume/](https://gradcareers.nd.edu/application-process/resume/).

# Sample Resume: K-12 Teaching

Carla Campbell

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

## PROFESSIONAL SUMMARY

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- 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

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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](mailto:netid@nd.edu) · (XXX) XXX-XXXX · [www.linkedin.com/in/firstlast](http://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  
*3<sup>rd</sup> Grade Teacher*

- Developed lessons and units that align with Common Core State Standards
- Organized monthly presentations from members of the local community for all 3<sup>rd</sup> 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 2<sup>nd</sup>-4<sup>th</sup> 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

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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](mailto:netid@nd.edu) · (XXX) XXX-XXXX · [www.linkedin.com/in/firstlast](http://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](http://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. The 'Background' section is expanded to show the 'Summary' and 'Experience' sections. The 'Summary' section contains a paragraph about his interest in the financial industry and a question about predicting success. The 'Experience' section lists a 'Venture Capital Internship' at Berkeley Ventures from May 2013 to December 2013, with a description of his research and presentation. Below the experience is a video thumbnail titled 'INTRODUCTION TO VENTURE CAPITAL' with a description of a presentation given to classmates. The 'Organizations' section lists 'Berkeley A Capella' as a 'Lead Singer' from March 2012 to Present, with a description of his role in performing at events.

**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.

The screenshot shows a LinkedIn profile with the following sections:

- Education:** University of California, Berkeley, Economics, B.A., 2012 - 2014 (expected).
- Volunteer Experience & Causes:** Big Buddy, Skyline High School, September 2012 - May 2013 (3 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... Economics (18), Start-ups (11), Due Diligence (10), Venture Capital (10), Management (10). Each skill has a corresponding number of profile pictures representing endorsements.
- 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. Courses include: Microeconomic Theory (2011-2014), International Monetary Economics (192), and 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. Team members: David Xiao (Econ Major and Aspiring Financial Anal...) and Paul Smith (Student at UC Berkeley).
- Recommendations:** Received (2). One recommendation from Tim Lee, Partner at Berkeley Ventures: "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](http://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/](http://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.

# NOTES

## 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.

