

Everett Public Schools

Intro to Internship



Workbook

Thank you to Tacoma Public Schools, Everett Community College and Raisbeck Aviation High School for permission to adapt content and materials.

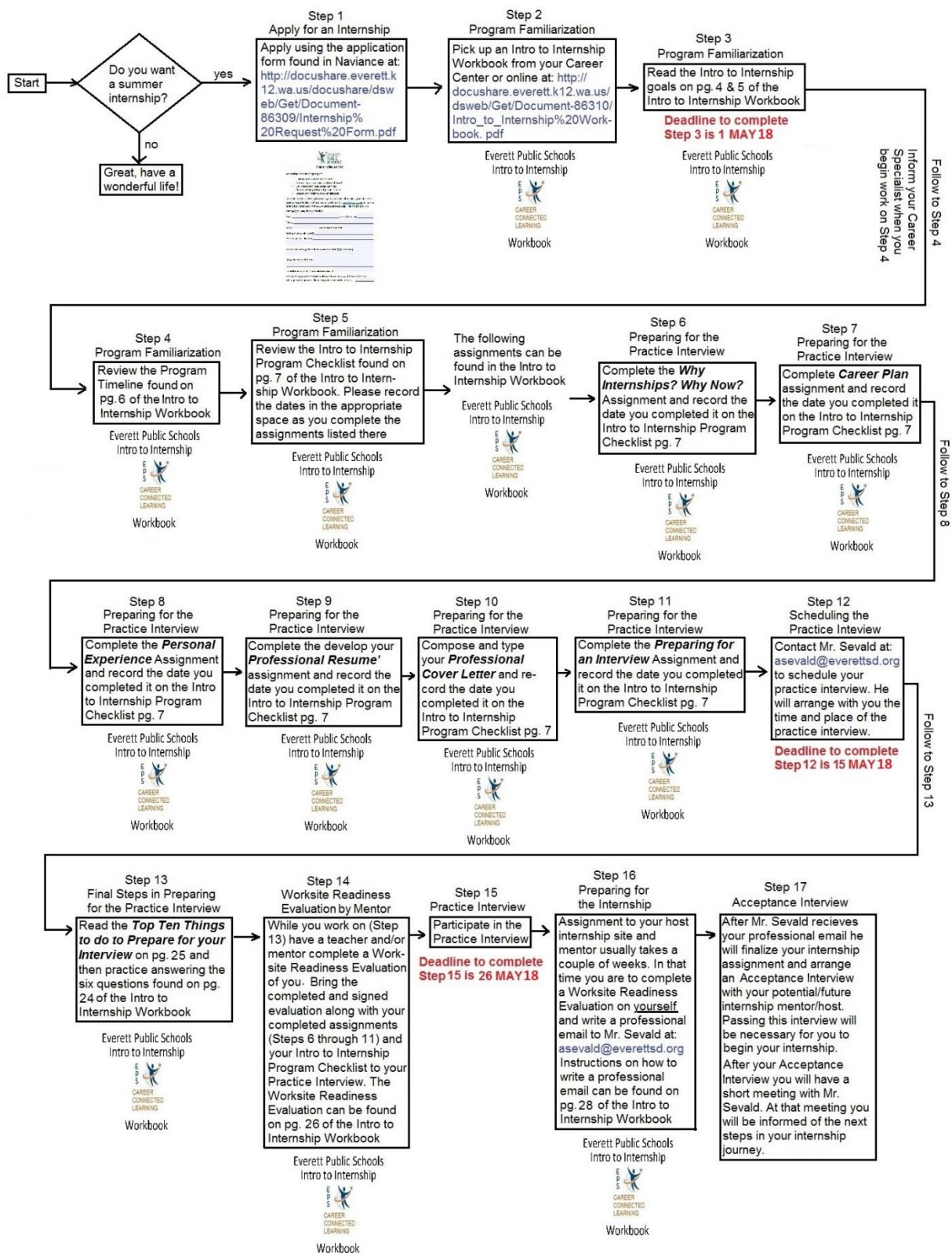
Intro to Internship

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Student Steps in the Intro to Internship Program

(Don't be put off by the complexity of this diagram or the by number of steps involved, to complete all 17 should take a combined total of 5 hours and aren't you worth 5 hours of your time?)



Intro to Internship Overview

Congratulations, you have completed your application to participate in an internship this summer and are now ready to begin completing your *Intro to Internship workbook*!

Intro to Internship is a self-directed course that helps you prepare for a successful internship experience. It will be only after completing all Intro to Internship assignments that you will be eligible for an internship placement.

The goal on Intro to Internship is to help you develop three essential skills:

1. **Representing a professional self** – During your internship you should gain confidence in conducting yourself in a professional manner. This includes, but is not limited to:
 - Maintaining confidentiality regarding information accessed on any patients, clients, members, customers, employees, and products or services associated with the internship site,
 - Reporting to the internship on time,
 - Using appropriate written and oral expression in all interactions with managers, Internship Supervisors, employees, the public and clients,
 - Observing all established safety and sanitation codes,
 - Engaging in positive, ethical, legal behavior,
 - Accepting responsibility and accountability for decisions and actions taken while at the internship site,
 - Ensuring that all interactions with guests, patients, clients, members, customers, the public and fellow employees are conducted with dignity and respect toward every person.
2. **Developing a Growth Mindset** – Learn to hear and then reject that fixed mindset “voice” in your head:
 - As you approach a challenge, that fixed mindset voice might say to you “Are you sure you can do it? Maybe you don’t have the talent.” “What if you fail—you’ll be a failure” “People will laugh at you for thinking you had talent.” “If you don’t try, you can protect yourself and keep your dignity.”
 - As you hit a setback, the voice might say, “This would have been a snap if you really had talent.” “You see, I told you it was a risk. Now you’ve gone and shown the world how limited you are.” “It’s not too late to back out, make excuses, and try to regain your dignity.”
 - As you face criticism, you might hear yourself say, “It’s not my fault. It was something or someone else’s fault.” You might feel yourself getting angry at the person who is giving you feedback. “Who do they think they are? I’ll put them in their place.” The other person might be giving you specific, constructive feedback, but you might be hearing

them say “I’m really disappointed in you. I thought you were capable but now I see you’re not.”

- Having a growth mindset is realizing you have a choice in how you interpret challenges, setbacks, or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities. It’s up to you!

3. **Learning to Navigate the Workplace Culture** – It is critical to be able to identify and articulate the workplace culture and to pay attention to cues — read surroundings, dynamics, verbal and non-verbal messages, be socially, professionally and emotionally aware of all interactions.

- Begin, on a personal level, to know yourself, your values and priorities; begin to establish your personal mission for your career with goals and objectives.
- Begin to create, build and enhance your "personal brand" and understand the overlays with company brand as well as the differentiators.
- Begin to establish, build and nurture business relationships inside and outside of the organization.
- To stay positive and optimistic and not allow yourself to be engaged in negative drama, set the example of exemplary leadership, be the role model in a positive and credible manner.
- To take on risk and push out of your comfort zone at times. Try new approaches that may require a different way of thinking or working; welcome change and allow yourself to make mistakes and embrace them as learning experiences.
- To stay true to yourself — understanding your own values, needs and goals requires constant re-evaluation and follow up including continuous assessment of alignment with organizational culture and personal decision-making.

Intro to Internship has ten assignments that you will be expected to complete. Eight are included in this workbook and two will be given to you at the time of your practice interview. In addition to completing the Intro to Internship Workbook, you will be expected to participate in a mock professional interview and a professionalism workshop.

If you need any support or if you have additional questions please contact your school career specialists or the District Career Connected Learning Facilitator: asevald@everettsd.org ; phone number 425-385-4081.

Internship Program Timeline

Everett Public Schools (EPS) internship program provides juniors the opportunity to earn high school credit and gain meaningful experience in a career of interest. After completing intro to Internship workshop during spring semester, interns are expected to complete approximately 90 hours of unpaid or 180 hours of paid worksite experience for a 0.5 Spring Semester Credit.

Students participate in preparatory to Internship Work	
Anytime but April at the latest	Students apply to participate in EPS Internship Program.
Anytime but April at the latest	Students engage in professional development activities – resume and cover letter writing, interviewing, job readiness and professional communication.
Anytime but May at the latest	EPS matches student candidates with intern hosts. Matches are based on student career interests, job descriptions, student and site host schedule availability and transportation considerations.
May	Internship Hosts interview candidates for acceptability.
Students participate in community based internships (0.5 – 2.0 Credits)	
June	Internship experience begins.
June 2	Last day for student internship schedule changes. Communicate any concerns regarding intern or schedule to EPS – CCL Facilitator.
June-July-August	Site Supervisors Complete Mid-Internship Evaluations
Late July – Early August	Final intern evaluations, summer internship experience is completed.

Intro to Internship Program Checklist*

Date
Completed

Getting Started: _____ Complete Online Application found at:
<http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-86309/Internship%20Request%20Form.pdf>

Program

Familiarization: _____ Pick-up Intro to Internship Workbook from you Career Counselor or online at: [http://docushare.everett.k12.wa.us/dsweb/Get/Document-86310/Intro to Internship%20Workbook.pdf](http://docushare.everett.k12.wa.us/dsweb/Get/Document-86310/Intro_to_Internship%20Workbook.pdf)

_____ Read the Intro to Internship Goals

_____ Review the Program Timeline

_____ Review the Intro to Internship Program Checklist

Preparing for

The Practice

Interview: _____ Complete ***Why Internships? Why Now?*** Assignment *

_____ Complete ***Career Plan*** Assignment *

_____ Complete ***Personal Experience*** Assignment *

_____ Develop your ***Professional Resume'*** *

_____ Write and Type your ***Professional Cover Letter*** *

_____ Read and Complete ***Preparing for an Interview*** Assignment *

Scheduling the Practice

Interview: _____ Contact Mr. Sevald at: asevald@everettsd.org to schedule your Practice Interview. Record this information here: Date: _____ Time: _____ and Location: _____.

Final Steps in

Preparing for

The Practice

Interview: _____ Read the Top Ten Things to do to Prepare for your Interview

_____ Practice answering the questions found on Preparing for the Practice Interview Assignment.

Continued on next page

Intro to Internship Program Checklist cont.

	Date Completed
Worksite Readiness Evaluation by Mentor	_____ Have a teacher or mentor complete a Worksite Readiness Evaluation on you. *
Practice Interview:	_____ <u>Bring the above * seven items to your Practice Interview.</u>
Preparing For the Acceptance Interview:	_____ Complete a Worksite Readiness Evaluation on yourself. _____ Send a Professional Email to Mr. Sevald at: asevald@everettsd.org . _____ After receiving your Professional Email, Mr. Sevald will inform you of the date, time and location of your Acceptance Interview. Record this information here: Date: _____ Time: _____ and Location: _____.
Acceptance Interview:	_____ Bring the Worksite Readiness Evaluation that you completed on yourself to the interview. _____ If your Acceptance Interview is successful, Mr. Sevald will inform you of your next steps in your internship journey.

Why Internships? Why Now?

Purpose: The student will understand the importance of an internship experience and how it can support a successful future.

Directions: Read the New York Times article *It takes a Mentor* and watch the Video *Success in the New Economy*. Answer the questions below:

Resources:

- It takes a Mentor: Article included in this workbook.
- Success in the New Economy: Google “Success in the New Economy” (<https://www.google.com/#q=success+in+the+new+economy>).

1. How does It Takes a Mentor illustrate the importance of internship experiences?
2. What does Success in the New Economy suggest as the key factors leading to success after high school?
3. Why do you think an internship would be an important experience now while in high school rather than later in life?
4. How do you think an internship will help you explore your career interests?

It Takes a Mentor

Reprinted from permission of The New York Times

Thomas L. Friedman – 9 September 2014

With millions of students returning to school — both K-12 and college — this is a good time to review the intriguing results of some research that Gallup did over the past year, exploring the linkages between education and long-term success in the workplace. That is: What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track? According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out. Successful students had one or more teachers who were mentors and took a real interest in their aspirations, and they had an internship related to what they were learning in school.

“We think it’s a big deal” where we go to college, Busteed explained to me. “But we found no difference in terms of type of institution you went to — public, private, selective or not — in long-term outcomes. *How* you got your college education mattered most.”

Graduates who told Gallup that they had a professor or professors “who cared about them as a person — or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning — were twice as likely to be engaged with their work and thriving in their overall well-being,” Busteed said.

Alas, though, only 22 percent of college grads surveyed said they had such a mentor and 29 percent had an internship where they applied what they were learning. So less than a third were exposed to the things that mattered most.

Gallup’s data were compiled from polls of parents of 5th through 12th graders, business leaders and interviews with teachers, superintendents, college presidents, principals, college graduates, Americans ages 18 to 34, and students in grades 5 through 12. All told, “we collected the voices of close to one million Americans in the past year alone,” said Busteed, who added that he found the results “alarming” — not only because too few students are getting exposed to the most important drivers of workplace engagement, but because there is also a huge disconnect in perceptions of the problem.

Busteed said that 96 percent of the college provosts Gallup surveyed believed their schools were successfully preparing young people for the workplace. “When you ask recent college grads in the work force whether they felt prepared, only 14 percent say ‘yes,’ ” he added. And then when you ask business leaders whether they’re getting enough college grads with the skills they need, “only 11 percent strongly agree.” Concluded Busteed: “This is not just a skills gap. It is an understanding gap.”

This comes at a time when our country faces creative destruction on steroids thanks to the dynamism of technology and growing evidence that climbing the ladder of job success requires constant learning and relearning. Therefore, the need for schools to have a good grasp of what employers are looking for and for employers to be communicating with schools about those skills is greater than ever.

Some help may be on the way from Washington. Last year, President Obama quietly asked Vice President Joe Biden to oversee an overhaul of the government’s education-to-work

programs after hearing from one too many employers across the country that, as one White House official put it, “they were having trouble hiring workers for some of their fastest-growing jobs,” such as operating sophisticated machine tools or software testing and debugging.

As they dove into the problem, said Byron Auguste, a White House deputy national economic adviser, they found that the success stories shared a lot of the same attributes that Gallup found to be differentiating. In successful programs, said Auguste, “students got as much applied, hands-on experience as possible, whether in a classroom or on a job site. Schools, colleges and training centers had close partnerships with regional employers, industry groups and skilled trade unions to stay up to date on job-relevant skills. And students or working learners got a lot of coaching and guidance to understand how to trace a direct path between their training today and careers tomorrow.”

The key now is to scale those insights. The Labor Department has awarded \$1.5 billion in the last three years to more than 700 community colleges to develop employer-validated training programs for new careers like natural gas field work and cybersecurity. Later this month, another \$500 million is set to be awarded as part of a kind of race-to-the-top for whoever can build the best community college-industry group partnership anywhere in the country where new industries are finding gaps in the kind of workers they need.

Employers used to take generalists and train them into specialists for their industry. But fewer employers want to do that today or can afford to in a globally competitive economy, especially when they fear they’ll train someone who will then leave for a competitor. So everyone wants employees out of college or technical schools who are as ready to plug and play as possible. That’s why government has a role in fostering more and more employer-educator partnerships — this is the new, new thing — which businesses, small and large, can benefit from, as well as all would-be employees.

Source: http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?_r=0

Career Plan Assignment

Purpose: To research and identify careers related to your interests.

Directions: Research two careers of interest using various online resources.

Resource: Naviance's Career Tab would be a good place to start.

Top career interest:

Description of career, including main duties and responsibilities:

What are the educational and/or training requirements for this career?

What are two specific ways you could prepare for this career while still in high school?

1.

2.

Career Pros

Career Cons

1.

2.

1.

2.

Do you think this career could be a good fit for you? Why or why not?

Career Plan Assignment cont.

Secondary career interest:

Description of career, including main duties and responsibilities:

What are the educational and/or training requirements for this career?

What are two specific ways you could prepare for this career while still in high school?

1.

2.

Career Pros

1.

2.

Career Cons

1.

2.

Do you think this career could be a good fit for you? Why or why not?

Professional Experience Assignment

Purpose: To demonstrate your readiness to be an intern by providing concrete, relevant examples of your experiences.

Directions: Complete the chart below, list academic and non-academic experiences that relate to your career interest.

Academic Work (Classes, skills, certificates earned, etc.)	Non-Academic Work (Community service, volunteer work, part-time jobs, chores, etc.)
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Writing a Resume

Purpose: To document your experiences in an industry-recognized manner that demonstrates your capabilities to a potential supervisor.

Directions: Read through this Resume Writing Document in its entirety. Then, go back and follow steps #1 through #10.

What is a resume? A resume is a personal advertisement of your professional self. A resume is not an all-inclusive list of your experiences or accomplishments. Rather, a quality resume is a marketing document that paints a picture of you as a close match for a specific position (job, internship, scholarship, special program) to which you are applying.

There are many ways to write a resume using different styles and formats. What you include and how you choose to present it depends on your experiences, major accomplishments, and the position you are seeking. Do not be limited by the resume sample provided in this workbook. Personalize your resume to reflect you!

Resume Formats:

- A) Chronological: Lists work experience and achievements in chronological order starting with the most recent and working backward. This format is most effective when your degree and work experience are pertinent to the jobs for which you are applying.
- B) Functional: Highlights skills and knowledge in relation to jobs for which you are applying. Education and experience are still included. This is a good format for the applicant with little relevant work. Volunteer experiences, class projects, campus activities, etc. are emphasized in this format.
- C) Combination: Brings together the best of the functional and chronological formats. It stresses relevant skill areas and also shows work history. It is a useful format when you have work experience that does not directly relate to the jobs for which you are seeking. Work and other experiences are labeled with the skills they require.

Whichever format you choose, resumes should be targeted for best results, highlighting experiences and skills relevant to the specific positions for which you apply.

Ready to begin writing your resume? Follow steps #1 through #10.

Step #1: Your Giant List of Life (since about the age of 12...)

Write down as many different things you've done with a few details per "thing" if possible. Dig deep into your memory and feel free to have fun with this first step. Take as much time as you would like knowing that even skills and experiences you may view as irrelevant, may make a big difference in the eyes of a potential supervisor. Remember, this is your personal advertisement of your professional self. Save your "Your Giant List of Life" document in a secure, digital space. Remember, you will continue to add to this list as you get older, so always keep it!

Step #2: Actually Starting Your Resume

Open another WORD document and title it: "Resume for Opportunity [Blank]". Copy and Paste "Your Giant List of Life" into this document.

Step #3: What/Who is this Resume for?

Research the "What/Who" (industry, business, or organization) online and make a list of the types of work that is done there, as well as the types or personality traits "What/Who" is looking for in an employee.

Examples:

Potential Opportunity A: Burger King Crew Member

Food Service – Teamwork – People Skills – Efficiency – Cleaning – Fast & Hard Working

Potential Opportunity B: Internship in the Music Field

Music Education – Types of Music Previously Played – Computer Skills – Band Management

Potential Opportunity C: Volunteer at Children's Museum

Childcare – Education – Creativity – Team Leader – Mentoring

Step #4: Deleting the Unnecessary

Now, choose which industry/site to which you are going to tailor your resume. Create one resume for each unique opportunity. Re-save your "Resume For Opportunity [Blank]" in order to label with the name of the experience. For example: "Resume for Opportunity at Children's Museum". Finally, delete all items that seem irrelevant to the "What/Who" this resume is for.

Step #5: Grouping Your List

Now, sort your remaining information from the deletion process into these three categories: Skills, Education and Experiences. Try to balance how many items are listed in each category by attempting to make every section "look" fairly even. Again, this is YOU on a piece of paper! So however you would like to represent your abilities and experiences within these three categories is up to you! Here is a list of action words to help you describe your experiences:

Accelerated	Conceived	Expended	Mediated	Represented
Achieved	Conducted	Facilitated	Modified	Researched
Acted	Consolidated	Followed up	Molded	Resolved
Active in	Consulted	Forecasted	Monitored	Revamped
Adapted	Contacted	Formulated	Motivated	Reviewed
Addressed	Controlled	Founded	Negotiated	Revised
Adjusted	Corrected	Functioned	Ordered	Scheduled
Administered	Corresponded	Gathered	Organized	Screened
Advised	Counseled	Generated	Participated	Selected
Advocated	Created	Guided	Perceived	Set up
Allocated	Dealt with	Handled	Performed	Sold
Analyzed	Decreased	Identified	Persuaded	Solved
Applied	Defined	Illustrated	Pinpointed	Spoke
Appraised	Delegated	Improved	Planned	Started
Approved	Demonstrated	Improvised	Prepared	Stimulated
Arranged	Described	Increased	Presented	Structured
Articulated	Designed	Influenced	Processed	Studied
Assembled	Determined	Informed	Produced	Submitted
Assessed	Developed	Initiated	Programmed	Succeeded
Assimilated	Directed	Inspected	Promoted	Suggested
Assisted	Distributed	Instituted	Proposed	Summarized
Assumed	Drafted	Instructed	Provided	Supervised
Attained	Edited	Integrated	Published	Supplied
Balanced	Educated	Interpreted	Purchased	Supported
Catalogued	Effected	Interviewed	Received	Surveyed
Chaired	Eliminated	Introduced	Recommended	Taught
Clarified	Encouraged	Investigated	Reconciled	Tested
Classified	Engaged	Involved	Recruited	Trained
Collected	Enlarged	Launched	Reduced	Translated
Communicated	Enlisted	Lead	Reevaluated	Tutored
Compared	Established	Lectured	Referred	Updated
Compiled	Estimated	Located	Reinforced	Utilize

Step #6: Adding Calendar Dates

Once re-sorted into 3 categories of Skills, Education and Experiences, then add in all the calendar dates to the items listed under your Education and Experiences. (See resume format suggestions above...)

Examples:

Teacher's Assistant , Everett High School, 2016 – Current

Day Care Assistant, Mukilteo YMCA, 2013 – 2015

Step #7: Writing the Objective

Describe yourself simply in one, position-appropriate phrase. Then write “seeks” and follow it with the opportunity you are going for in this resume. This sentence is going to go right at the top of your resume, following your name and contact information, so that the reader immediately knows the purpose of your resume.

Example:

“Experienced member of Future Business Leaders of America seeks opportunity with the Everett Economic Alliance in order to contribute to the building of a prosperous local business community”.

Step #8: Adding to your Name and Contact Information

Add your first and last name, home address phone number and email address using the format found below. Use a slightly larger type size, bold or Italics to highlight this information for the reader.

Jane Doe
3900 Broadway
Everett, WA 98201
425-385-4081
Jdoe@everettsd.org

Step #9: Add the Finishing Touches

Using the provided sample and Resume Checklist found in this workbook to review your resume for final edits. Apply all the finishing touches to your resume to really stand out.

Step #10: Save it, Save it, Save it!!

Save all documents related to your resume in at least three locations: your personal computer, your school drive, a thumb drive and in your email. Saving your resume materials in three locations ensures you will always have access to it when you need to edit it, or when another opportunity presents itself.

Resume Checklist

Content

- ☐ Name and contact info is at the top of the page, highlighted by slightly larger type size, bold, or italics font (first and last name, address, phone number and email address).
- ☐ All entries highlight a capability or accomplishment.

Writing Style

- ☐ Text contains brief, concise language with no unnecessary words.
- ☐ Text includes absolutely no errors in grammar, spelling or punctuation.
- ☐ Repetition of words and phrases is kept to a minimum.
- ☐ Sentences and phrases begin with action verbs.
- ☐ Verb tense is consistent (current jobs in present tense, past jobs in past tense).

Organization

- ☐ The best assets are listed first.
- ☐ The dates of experiences are easy to find and are consistently formatted.

The Objective

- ☐ Briefly indicates the sort of position, title, and possible area of specialization you want.
- ☐ Language is specific and employer centered (not self-centered) and avoids broad or vague statements.

Skills

- ☐ Computer skills: software applications, languages, hardware and operating systems.
- ☐ Language skills: fluency, and the ability to read and write at basic, intermediate, or advanced levels.
- ☐ Anything else related to your targeted position.

Education

- ☐ Highest level of education or training is listed first from most current backward. Include type of degree, name, and location of the institution, date or anticipated date of graduation.
- ☐ List any other programs, relevant educational coursework, extracurricular education, training courses and any travel.
- ☐ Major, minor, or areas of concentration, especially any relevant CTE classes.
- ☐ GPA (if higher than 3.0), including honors, awards and scholarships.

Experiences

- ☐ Include all paid, volunteer, intern, or work-based experiences that are relevant to your objective.
- ☐ Start with the most recent experience and use a chronological format.
- ☐ List the Position/Title you held, then the Organizational/Group name you worked with.
- ☐ Also, list the responsibilities in order of each item's relative value to the future employer.

Overall Appearance

- ☐ Resume is inviting and easy to read.
- ☐ No more than two typstyles appear on the resume and the typstyles are conservative.
- ☐ Bold, italics and underlining are kept to a minimum and used consistently.
- ☐ Margins and line spacing keep the page from looking too crowded.
- ☐ Resume is no more than one page.

Sample Resume

— = UNDERLINED WORDS
ARE SUGGESTED
SENTENCE VERBAGE.

○ = YOUR INDIVIDUALIZED
INDUSTRY INFO.

LINDSEY BARKER

5505 South 27th Street
Tacoma, WA 98403
(253) 765-0550

lindseybarker@gmail.com

EMAIL IS PROFESSIONAL AND DIRECT.

LARGE BOLD NAME LETS
THE READER KNOW
WHOSE RESUME THEY'RE
REVIEWING.

Objective

Experienced babysitter seeks position at local elementary school in order to contribute to a local educational setting by creating strong connections that help children flourish.

Education

Mount Tahoma High School / Tacoma, WA [2013-present]

- Cumulative GPA 3.60 **ONLY INCLUDE IF ABOVE 3.0**
- Specialized courses: ASB Leadership, AP English, CTE Careers in Education
- Anticipated Graduation: June 2017

Tacoma Youth Center / Tacoma, WA [2014-2015]

- Leadership Training Workshop
- Student Volunteer Training Workshop

ALL LOCATIONS
AND DATES
FORMATTED THE
SAME WAY.

Experience

Teacher's Assistant - Mount Tahoma High School / Tacoma, WA [2014-present]

- Assisted a sophomore class of high school students in English and History.
- Developed peer-tutor system within the classroom.

Tutor - Mountain View Elementary / Lakewood, WA [2014-2015]

- Worked with elementary students on reading, writing, and math after school.

Service Project Student Leader - Citizen's Church / Tacoma, WA [July 21, 2013]

- Led a one-day club focused on cultural similarities and differences.

ACTION
VERBS

Skills

- Microsoft Office: Word, Excel, PowerPoint
- First Aid / CPR [expires 6/16]
- Lesson Planning
- Organizing Groups
- Public Speaking
- Driver's License

SKILLS SPECIFIC TO
INDUSTRY

RESUME IS NO
MORE THAN
1-Page!

Writing a Cover Letter

Purpose: To write a professional letter that communicates your interests and qualifications to a prospective supervisor.

Directions: Read through this document entirely. Then, begin writing your cover letter using the example included in this workbook as a guide.

What is a cover letter? A cover letter is a single-page letter you include in your application and resume. Your cover letter needs to:

- ☐ Introduce you, giving the reader a feel for the type of person you are.
- ☐ Reference the position or type of position you are applying for.
- ☐ Match the skills and experiences with the skills and experiences required for the position.
- ☐ Encourage the reader to review your resume.
- ☐ End with a call for action, such as requesting an interview.

How long should the cover letter be? A cover letter should be no more than one page. It is meant to be a summary of the highlights from your resume, with the addition of your personal voice and individual traits.

At the top of the letter, type out your name and contact details, including your mail and phone number. Make sure you will be able to answer the phone at the number you provide and that the voice mail at that number is set up with a professional sounding message. There is little sense giving your home phone number if you are not going to be there to answer it.

Special Note: The email address you choose to use for these opportunities needs to read and sound professional to the viewer. Addresses like flamingbattlerockets@gmail.com or fluffykittens98@yahoo.com do NOT create a professional impression of you to your future potential employer.

Under your own name and contact details, type the Supervisor's Name, Position, Place of Employment, and the Site's Mailing Address.

To finish the header, type the date you anticipate sending the letter in between the two sets of contact details.

Customizing your cover letter. Your cover letter needs to show that you know what the job involves and what the organization requires. To do this, you need to be as specific as you can about your skills and the qualities that match the job or the organization's needs. You should never use the same cover letter for different positions or different companies.

Find out WHO to address the letter to. Avoid addressing your letter "To Whom it May Concern."

When addressing your letter, don not use the person's first name. Use either "Mr." or "Ms."

Research your business! The more information you know about the company or organization to which you are applying, the better. If you know the name of the company, look for information

online. If they have a website, check it out, especially their “About Us” page. Also, research the industry in general so that you can continue to customize your application with specifics.

Name of the Job you are going for. At the start of the cover letter, explain which job you are applying for. You can do this in the opening paragraph: “I am applying for the 5th grade Reading/Writing internship position at McCarver Elementary School.

List your relevant skills. Your cover letter should include a brief summary of your skills and experiences that match the job description you seek. Your cover letter needs to try to address as many skills as possible that you think would be on the “desirable” list for this business or organization. Remember that if you say you have a skill or experience, you need to show how you have used it or how you got it (example: if you say you are an experienced baby-sitter, mention some specific instance of where you have done it before).

Summarize why you are the right match for the job. After listing your skills and experiences, you should explain why this means you are suited for the position you are seeking.

Speak their “language”. Familiarize yourself with what the business or organization does and how it talks about itself. This can give you ideas about what to mention in your cover letter. For example, if there is a tool or software skill the job requires – such as computer-aided design (CAD) or cash handling – mention it in your cover letter.

Double-check everything. If you mention a company’s name, make sure you get it right. If you mention places you have worked before, make sure you get their names right, too! Mistakes on cover letters are worse than typos. Do not cut and paste your resume into your cover letter. Try to re-word the information in your resume, rather than just repeating it. Keep your cover letter brief, intentional and reflective of you as a person.

Sample Cover Letter (General)

* USE THIS COVER LETTER VERSION
IN ORDER TO APPLY TO BE AN INTERN

Lindsey Barker — YOU
5505 South 27th Street
Tacoma, WA 98403
(253) 765-0550 — YOUR PHONE
lindseybarker@gmail.com — PROFESSIONAL
EMAIL

February 17, 2017

Jennifer Boutell — NAME OF SUPERVISOR
Internship Hiring Manager — TITLE OF SUPERVISOR'S POSITION
Tacoma Public Schools — PLACE OF BUSINESS
P.O. Box 1357
Tacoma, WA 98401 — MAILING ADDRESS

Dear Ms. Boutell,

TYPE OF POSITION YOU'RE
APPLYING FOR.

I am applying for an internship position in education through the Internship Program. I am excited to introduce my experiences and skills to you in order to demonstrate my readiness to intern.

I am interested in a position at a local elementary school and am eager to teach children. I have six years of experience working with students all ages, ranging from babies to high school age. During my experience at Mt. Tahoma high school as a teacher assistant, my eyes were opened to the educational support needed in the classroom. Also, while tutoring at Mountain View Elementary School, I found I connected with 5th grade students best.

RELEVANT
EXPERIENCE

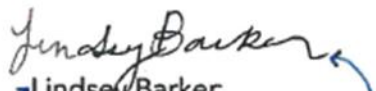
I am energetic and ready to develop strong bonds with the children I teach. I appreciate the welcoming and inspiring atmosphere of elementary schools and I would be honored to be among a team of innovative teachers.

YOUR PASSION

Thank you for considering my application, resume, and cover letter. I look forward to hearing from you soon in order to schedule an interview.

CALL TO
ACTION

Sincerely,


Lindsey Barker
TYPED NAME
UNDER SIGNED NAME

Sample Cover Letter (Site Specific)

* USE THIS COVER LETTER VERSION
IN ORDER TO APPLY TO BE AN INTERN

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5505 South 27th Street
Tacoma, WA 98403
(253) 765-0550 — YOUR PHONE
lindseybarker@gmail.com — PROFESSIONAL
EMAIL

February 17, 2017

Jennifer Boutell — NAME OF SUPERVISOR
Internship Hiring Manager — TITLE OF SUPERVISOR'S POSITION
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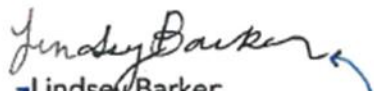
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YOUR PASSION

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CALL TO
ACTION

Sincerely,


Lindsey Barker
TYPED NAME
UNDER SIGNED NAME

Preparing for:

Practice Internship Interview

Purpose: To demonstrate readiness to be an Everett Public Schools Intern through participation in a practice professional interview.

Directions: During your practice interview you will be asked six questions. In order to help you prepare, you have been provided these questions in advance. Read over the interview questions and take notes on what you hope to communicate to your interviewer. Additionally, review the information on the next page describing how to prepare for a professional interview.

1. Please introduce yourself and describe who you are in our school community.
2. Describe your post-graduation plan. How would this internship help you be successful with your future?
3. Describe the type of internship you are applying for and why you believe it is a good fit for you?
4. What experiences have you had a personal strengths do you possess that make you a qualified candidate for a position in the field? (Make sure to highlight any related classes you have taken or volunteer experiences you have had.)
5. Describe one personal challenge you have faced and what you did to overcome that challenge.
6. Anything else that you would like to share, that you would like us to know about you?

Top Ten Things to do to Prepare for a job interview.

1. Put your interview time and location on your calendar.

Set an alarm, if necessary, to remind you to get your clothes together the day before, and another alarm to remind you to go to the interview.

2. Think about why you want the position.

What is your current post graduation plan? How could this opportunity help you prepare to make a better decision to become better qualified to pursue that goal?

3. Research your career interests.

Show that you have used your resources to learn about the jobs that you are interested in: the skills and education required to hold them, the institutions that offer that training.

4. Build and organize your portfolio.

Make sure it looks neat and organized. Bookmark a couple of pieces that serve as evidence of the actions you have taken to prepare you for this opportunity.

5. Update your resume.

Include a clear objective that shows the type of internship experience you are seeking. List the relevant classes you have taken. Include all extra-curricular, employment, leadership and volunteer experience. Proofread for grammar and punctuation. Plan to leave your resume with your interviewer.

6. Write a cover letter.

Share why you are seeking an internship in this particular field. Include what you hope to learn from the experience and how it will support your future plans. Proofread for grammar and punctuation. Plan to leave your cover letter with your interviewer.

7. Decide on your interview attire.

Select clothes that are conservative, fit properly, cover everything they should, pressed (i.e. wrinkle-free), without holes or rips and clean. Pay attention to shoes belts, jewelry, etc. No JEANS or LEGGINGS PLEASE! Also, pay attention to general grooming – look professional throughout!

8. Before you enter the interview room, turn off your cell phone and put it completely away.

Enough said?

9. Greet your interviewer with a smile and a web-to-web handshake.

Make a positive first impression. Make eye contact, smile and shake hands as you introduce yourself.

10. Just do your best and be proud of all you have accomplished.

Interview can be difficult, but the more you practice, the better you will get at participating in them.

Worksite Readiness Evaluation (Mentor/Teacher)

Use this form for your mentor/teacher evaluation. Bring the completed and signed form to your practice interview. **Please bring this completed and signed form to your Practice Interview.**

Student Name: _____ School: _____

Site: _____ (Not applicable for this exercise) Evaluator: _____

Career Pathways (Circle all that Apply)		
❖ Nat Resources & Sustainability	❖ Education & Training	❖ Finance
❖ Manufacturing & Engineering	❖ Business & Marketing	❖ Government
❖ Comp Sci. & Info Technology	❖ Health Science	

Evaluation: Evaluation Points: **4** = Exceeds Expectation; **3** = Meets Expectation; **2** = Approaching Expectation; **1** = Just Beginning shows some signs of growth and willingness to learn; **NE** = No Evidence

Essential Skills	Evaluation	Comments
Representing a Professional Self		
Writes in a Professional Manner		
Speaks in a Professional Manner		
Demonstrates Punctuality		
Meets Attendance Standards		
Gives Timely Notice of Absences		
Maintains Appropriate Personal Hygiene & Dress		
Meets Deadlines		
Growth Mindset		
Shows Initiative (Self-Starter)		
Looks for Opportunities to Grow		
Asks for Feedback		
Reacts Appropriately to Constructive Criticism		
Demonstrates Enthusiasm & Positive Attitude		
Navigating the Workplace Culture		
Demonstrates Appropriate Worksite Behavior		
Follows Direction and Asks for Clarification		
Cooperates with Colleagues/Co-Workers		
Responds Appropriately to Supervisors		
Demonstrates Problem Solving and Critical Thinking		
Demonstrates Active Listening Skills		

Additional Comments:

Mentor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Worksite Readiness Evaluation (Self Evaluation)

Use this form for your self-evaluation. Bring the completed and signed form to your practice interview.
Please bring this completed and signed form to your Acceptance Interview.

Student Name: _____ School: _____

Site: _____ (Not applicable for this exercise) Evaluator: _____ (Not applicable for this exercise)

Career Pathways (Circle all that Apply)		
❖ Nat Resources & Sustainability	❖ Education & Training	❖ Finance
❖ Manufacturing & Engineering	❖ Business & Marketing	❖ Government
❖ Comp Sci. & Info Technology	❖ Health Science	

Evaluation: Evaluation Points: **4** = Exceeds Expectation; **3** = Meets Expectation; **2** = Approaching Expectation; **1** = Just Beginning shows some signs of growth and willingness to learn; **NE** = No Evidence

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Follows Direction and Asks for Clarification		
Cooperates with Colleagues/Co-Workers		
Responds Appropriately to Supervisors		
Demonstrates Problem Solving and Critical Thinking		
Demonstrates Active Listening Skills		

Additional Comments:

Student Signature: _____ Date: _____

Write a Professional Email

Directions: Write a professional email to Mr. Sevald at: asevald@everettsd.org

1. **Email Subject:** "Intro to Internships Professional Email"
2. **Email Body:** Write two short paragraphs, 3 to 4 sentences each. The first paragraph should include an introduction of yourself and you post-high school college and career interests. You should also include an introduction of the person you chose to cc: and why you chose them to include them in this email. For example, you might write, "Included in this email is my photography teacher, Ms. Green, as she has had a significant impact on my desire to become a photo journalist".

In the second paragraph, explain what you hope to gain by participating in an internship. In the last sentence, you should confirm your commitment to being the best intern "ever" / "you can be" / "on the planet"... or something similar in that vein.

3. **Email Closing:** should be professional, include your name, and phone number.

Please bring a printed copy of your email to the Acceptance Interview.