

WCPSS

School to Career Internship Guide

APEX HIGH SCHOOL



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Dear Academy Student:


Enclosed you will find important information that will be helpful to you in your internship. Please read the material and utilize the suggestions to make the most of your internship experience.

As you prepare for your internship experience, be mindful of expectations from the employer to include:

- Come to work on time, notify employer when I cannot make it to work (i.e., illness, car trouble)
- Make smart decisions.
- Follow directions.
- Concentrate on my work and care about the quality of my work.
- Read, write, and calculate well.
- Recognize problems and find solutions, research independently and ask for assistance.
- Finish a job when I'm supposed to without sacrificing quality.
- Be honest and dependable.
- Take the lead and work hard.
- Communicate well and get along with other people, especially customers.
- Dress properly and practice good grooming.
- Be cooperative.
- Have a positive attitude.
- Treat internal company information as confidential unless directed otherwise
- Always keep the best interest of the business in mind.

The positive impression you make will be helpful to you in the future when you are seeking a reference or a permanent position. Recognize that through your job performance you are representing Apex High School and the Academy of Information Technology. We hope this experience will ensure that your employer will warmly receive future interns. Your internship will give you a chance to demonstrate your competence and initiative; we hope you will use it as an opportunity to learn and grow.

Sincerely,



Diane H. Cadavid
Academy Director

WCPSS School to Career Internship Program

INTERNSHIP OVERVIEW

An internship is an experience in which a high school student learns by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships should be completed in the summer going into your senior year. Students will earn one (1) honors credit the internship.

Internship Requirements:

- ✓ Students must have begun the 11th grade.
- ✓ Students must determine their internship interest area and seek out an organization who may be willing to allow the student to complete the internship (check with family friends, etc. for contacts with organizations that may consider allowing a student to intern).
- ✓ The internship can be paid or unpaid. Most are paid.
- ✓ Students cannot intern with their parent/guardian or family business.
- ✓ In some rare situations, students may intern in a job in which they are currently employed if the guidelines of an internship are followed, and the internship provides new challenges for the student.
- ✓ Wake County Public Schools maintains liability insurance for all students who participate in an approved internship.
- ✓ The internship includes completion of 120 hours.

Pre-Approval

- ✓ Students must attend the pre-internship meeting with the Academy Director.
- ✓ Students complete the following forms and submit them to the Academy Director via Canvas before the internship deadline:
 - Data Collection Form (Google Form)
 - Internship Agreement for site placement and liability insurance coverage
- ✓ Students must arrange their own transportation to the internship
- ✓ **Internship placement must be off campus with some exceptions** (i.e. assisting an athletic trainer after school, maintaining a website for the school/academy, providing video support at athletic events, etc.)

During the Internship

- ✓ Student must regularly check and use their WCPSS email address for communication with the Academy Director
- ✓ Track and complete a minimum of 120 contact hours using the Timesheet form
- ✓ Complete internship assignments in Canvas give a final internship presentation
- ✓ Complete journal entries and performance reviews
- ✓ Maintain check-ins with the Academy Director

Post-Internship

- ✓ Present orally to a specified group/audience
- ✓ Receive final evaluation from internship sponsor
- ✓ Receive final grade from Academy Director for a high school credit

WCPSS School to Career Internship Program

COMPONENT 1: EMPLOYABILITY SKILLS SHOWCASE -- INTERNSHIP PLACEMENT AGREEMENT

Student Name: _____

Name of Organization _____

Internship Supervisor Name & Title: _____

Internship Supervisor Email: _____

Internship Site Phone Number: _____ Ext. _____ Supervisor Phone: _____

Internship Site Alternate Contact Person Name: _____

Internship Site Alternate Contact Person Phone Number: _____

Internship Site Address, City, Zip: _____

Building/Department of Student Location: _____

Student Intern Responsibilities:

Internship start date: _____ Number of weeks: _____ # Hours per week _____

Internship end date: _____

Rate of pay (if applicable): _____ per _____ Frequency of payment: _____

The Student Intern agrees to:

1. Undertake activities that provide a comprehensive view of the organization and that focuses on the roles, responsibilities, and functions of the organization sponsor.
2. Be regular in attendance and on time to assigned internship and notify the Internship Supervisor should accident or illness occur.
3. Conform to the regulations of the organization (dress, conduct, etc.)
4. Understand that dropping the internship will result in a withdrawal/failure to complete the internship and jeopardize your career academy status.
5. Understand the Academy Director and the organization must give permission to terminate the internship.
6. Understand that I must complete a minimum of 120 hours to receive internship credit.
7. Complete ALL WCPSS internship credit requirements.
8. Abide by any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Internship Program.

The Academy Director agrees to:

1. Monitor the student performance during the internship.
2. Maintain contact with the Internship Supervisor.
3. Conduct a check-in with the student.
4. Assess the student intern.

The Parents/Guardian agrees to:

1. Provide transportation for the student to and from the internship location.
2. Encourage the student to complete all requirements of the internship program.
3. Provide automobile, health, and accident insurance for the student.
4. Report any concerns regarding internship to the Academy Director.

The Internship Supervisor agrees to:

1. Provide a challenging learning situation for the student intern.
2. Assign a mentor to work with the student intern and evaluate all work products.
3. Confer with the student intern to provide feedback on strengths and areas to be improved.
4. Provide the opportunity to work 120 hours within one semester or agreed upon time.
5. Verify and sign off on the student's work hours.
6. Notify the Academy Director if the student intern is not attending the internship promptly and regularly or if there are issues with the student's work performance.
7. Provide feedback using a performance review (provided by WCPSS).

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Academy Director Signature: Diane H. Cadavid

Date: _____

Internship Supervisor Signature: _____

Date: _____

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COMPONENT 1: EMPLOYABILITY SKILLS SHOWCASE -- INTERNSHIP JOURNAL

Directions: You will begin your journal at the start of your internship. You must complete one journal entry every 12 hours of work with one final entry for a total of 10 entries. Please follow these guidelines in your journal entries below:

- Only use first names
- Do not include any personal information such as email addresses, phone numbers, addresses, etc.
- Follow all school guidelines
- Follow any guidelines provided by your supervisor

Journal Entry 1 (12 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill.

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 2 (24 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 3 (36 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 4 (48 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 5 (60 Hours)

Using the Performance Review (Mid-Point) you completed with your supervisor, provide a reflection on areas of improvement.

Journal Entry 6 (72 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 7 (84 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 8 (96 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 9 (108 Hours)

How do you plan to use what you've learned in the next phase of your education or career? Are there specific skills or insights you want to build on?

Journal Entry 10 (120 Hours)

Write a final reflection on your internship experience. How have you grown professionally and personally throughout this experience?

COMPONENT 1: EMPLOYABILITY SKILLS SHOWCASE -- INTERNSHIP TIMESHEET

[illegible]

Date: _____

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COMPONENT 1: EMPLOYABILITY SKILLS SHOWCASE -- PERFORMANCE REVIEW

Final Performance Review

Student Name: _____ Dates of Internship: _____

Internship Organization: _____ Evaluators Name: _____

This form is intended to help interns learn more about their strengths and the areas they might need to develop to be successful in the workforce. Please put further explanation into the comments section for any criteria evaluated as “Disagree” or “Strongly Disagree”

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Attendance and Punctuality						
Showed up to work on time and as scheduled						
Communicated any absences or issues getting to the job in a timely manner.						
Dependability/Quality of Work						
Accurately completed tasks once instruction was given						
Worked with a minimum amount of supervision						
Completed tasks within reasonably allotted time						
Accepted criticism, took ownership of mistakes, and sought help						
Critical Thinking/Problem Solving						
Showed a sincere interest in understanding the organization, their role, and their assigned tasks						
Practiced sound judgement based on available information						
Functioned within established decision-making channels						
Demonstrated creativity in approaching tasks, solving problems, and overcoming obstacles						
Sought out resources and/or asked for help when unsure about how to proceed on tasks						
Communication/Leadership/Character						
Clearly and efficiently communicated ideas, both orally and in writing to the responsible persons within the organization						
Managed their own emotions and works to understand and empathize with others						
Took initiative and sought opportunities to contribute once task were completed.						
Teamwork/Collaboration/Intercultural Fluency						
Demonstrated inclusiveness, sensitivity, and respect for individuals' differences						
Worked well in a team/collaborative environment						
Adapted well to emerging requests from managers, coworkers, and/ or customers						
Professionalism/Dependability/Work Ethic/Technology						
Demonstrated respect for organizational staff, policies, and norms						
Organized and prioritized work, managed time, and saw tasks through from start to finish						
Identified and effectively used appropriate technologies and programs to complete work						
Company Fit						

Understood a company's mission, goals, and vision						
Readily adapted to company's norms and culture						
Career Management						
Self-advocated in a professional manner						
Could identify their strengths and weaknesses						
Could articulate next steps to further prepare for their future						
Total Points Given: ____/100=____						

Comments: _____

Additional Feedback:

What do you perceive to be the intern's greatest strengths that might be an asset(s) to an organization?

What areas of growth could improve the intern's success in your field? If possible, please give specific examples.

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

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COMPONENT 2: TECHNICAL SKILLS DEMONSTRATION -- LEARNING GOALS & OUTCOMES

Student Name: _____

At the beginning of the internship, meet with your internship supervisor to set goals for the internship and complete the table below.

Task	Details of the Task (i.e. Create a spreadsheet for supervisor)	Deadline for the Task (i.e. September 30)	Evidence of Task Completion (i.e. Completed spreadsheet shared with supervisor)
One			
Two			
Three			

Created by: _____
Student Signature

Date: _____

Approved by: _____
Internship Supervisor

Date: _____

Approved by: Diane H. Cadavid
Academy Director

Date: _____

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COMPONENT 3: CAREER OPPORTUNITIES EVALUATION – Career Portfolio

Career Exploration and Planning Portfolio

Students must create a career exploration and planning portfolio of career opportunities. Please include the following information:

Instructions: Choose at least two career opportunities in your pathway that you are interested in learning more about. Use resources like MajorClarity, Big Future, NCCareers.org, and industry job boards. Complete the fields for each career opportunity.

Part 1: Career Exploration

Career Opportunity #1

- ☐ Job Title
- ☐ Company/Organization
- ☐ Job Description
- ☐ Required Skills and Qualifications
- ☐ Salary Range
- ☐ Growth Prospects
- ☐ Why This Career Interests Me:

Career Opportunity #2

- ☐ Job Title
- ☐ Company/Organization
- ☐ Job Description
- ☐ Required Skills and Qualifications
- ☐ Salary Range
- ☐ Growth Prospects
- ☐ Why This Career Interests Me:

Part 2: Career Development Plan

Instructions: Create a plan that outlines the steps you'll take to reach your career goals, including short-term goals, skills to develop, certifications to pursue, and steps for internship or job applications. Use this space to list your objectives and actions.

Short-Term Goals (1-2 years):

- 1.
- 2.
- 3.

Long-Term Goals (3-5 years):

- 1.
- 2.
- 3.

Skills to Develop:

Skill 1:
Skill 2:
Skill 3:

Certifications or Courses to Pursue:

Certification/Course 1:
Certification/Course 2:
Certification/Course 3

Part 3: Prospecting for Internships

Instructions: Research and identify three potential internship opportunities in your pathway. For each, include details on requirements, deadlines, and a brief prospecting plan.

	Internship Opportunity #1	Internship Opportunity #2	Internship Opportunity #3
Company/Organization			
Position Title			
Application Requirements			
Application Deadline			
Connection or Networking Approach			

Action Plan for Internship Applications:

1. Identify companies offering internships that align with your career pathway.
2. Develop a resume and cover letter tailored to these opportunities.
3. Apply to internships by set deadlines, using networking connections where possible.

Presentation

Students must develop a presentation describing skills learned during the internship experience and how those skills are transferable to future careers. Please include the following information:

- A picture of student on the job and student's name
- A picture of facility and the name of the organization
- A description of jobsite
- A description of what the company does
- A picture of supervisor and/or others who were influential in the experience
- A description of experience gained through internship
- A list of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ... at work"
- Describe how the skills learned are transferable to future careers
- Describe the relationship of internship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or employability skills)
- Include examples of work on the job, if possible
- Reflect on personal career preferences, interests, and alignment with internship experiences
- Presentation delivery is agreed upon with coordinator.

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HONORS LEVEL ENHANCEMENT PROJECTS

Students must complete two (2) of the five possible enhancement options. Options include Career Interviews, Organizational Chart, SWOT Analysis, Policy Manual, or LinkedIn Profile. Please note, students wishing to complete a LinkedIn Profile must obtain permission from parent/guardian to create an account.

Option 1: Career Interviews

Learning Objectives:

1. To acquire career skills and investigate fields of interest related to the intern's career and college goals
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.

Essential questions:

1. What skills and experiences are needed to be successful in work and college?
2. What do the jobs that the intern is investigating entail?

Lesson Plan: Three Career Interviews:

- 1) Interview three people matching the following descriptions.
 - a) One must be face-to-face interview with your assigned supervisor
 - b) One person that works at your site in a related area
 - c) One person that works at another organization in a related career area – It can NOT be someone you know or that works at the same place you are interning.
- 2) Interview the three people and **ask them each at least 8 questions**. This is your interview; ask questions that you want to know more about. The questions below are only suggested questions.
 - a) What is your college major? (if they attended college)
 - b) Where did you attend college?
 - c) What are a few skills you need for your job?
 - d) What type of training or college courses would be helpful for me to take?
 - e) What are some related careers I could pursue if I don't get a job in this field right away?
 - f) What is the most rewarding part of your career?
 - g) What is the most challenging part of your career?
 - h) What type of personal characteristics have made you successful in your career?
 - i) How long have you been in this career field? How long have you worked at this organization?
 - j) Would you recommend this career to a young person today? Why or why not?
 - k) What advice would you give me if I choose to go into this career?
- 3) Final Product:
 - a) Three interviews: Include each interviewee's name, organization, and job title in the followed by your questions and their detailed answers.
 - b) Summary: Write a one-page summary (double spaced) comparing the answers provided in your interviews. What did you find interesting? What did you not know before this interview?

Career Interviews Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Interviews	Interviews go above and beyond the usual questions. Information is used effectively.	Good topic Interviews and information integration is evident.	Some interviews were done or incomplete	Little to no Interviews are evident.
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1
Content Organization/ Flow	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent.
Points (5)	5	4	2-3	0-1

Option 2: Organizational Chart

THIS ASSIGNMENT IS LIMITED TO INTERNSHIPS IN WHICH THE SPONSORING COMPANY HAS 25 OR MORE EMPLOYEES

Learning Objectives:

1. To investigate the organizational structure in a workplace.
2. To give each student a realistic perspective of work and work expectations
3. To better understand direct and indirect working relationships

Essential questions:

1. What is the structure of an organization and the relationships and relative ranks of its parts and positions/jobs?



Organizational Chart

- 1) Design an organization chart of your internship site. "An organization chart is a diagram that shows the structure of an organization and the official relationships and relative ranks of its parts and positions/jobs".
 - a) The charts must be computer generated. There are templates on Microsoft Word under "New", "templates", on the left side.
 - b) Organization charts must be DETAILED, not 3 or 4 positions unless that is the case.
- 2) Write a reflection answering the following questions:
 - a) Does the chart reflect the real workflow of assignments in this organization? Why or why not?
 - b) Do employees have informal reporting relationships not shown on the official chart? If so, what are they and how effective are they?
 - c) Does this organization focus on hierarchy or teamwork? Provide examples to support your answer.
 - d) If you were asked to reorganize the organization, what would you suggest based on your work experience during the internship?

Organizational Chart Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Comprehension of Subject Matter in Reflection	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1
Chart Construction	Chart is thoughtfully constructed and conveys a clear understanding of the relationships and ranks of the variety of jobs.	Chart is adequately constructed and conveys an understanding of the relationships and ranks of the variety of jobs.	Chart has some construction flaws but conveys a basic understanding of the relationships and ranks of the variety of jobs.	Chart is poorly constructed and does not convey an understanding of the relationships and ranks of the variety of jobs.
Points (5)	5	4	2-3	0-1
Reflective Questions	All questions are answered in a thorough and thoughtful manner with an indication of understanding and reflection of the organization.	All questions are answered in a satisfactory manner with an indication of some understanding and reflection of the organization	Either all questions are not answered, or are answered in a perfunctory manner with little understanding or reflection	Minimal response to the questions is provided.
Points (5)	5	4	2-3	0-1

Option 3: SWOT Analysis

Student Name:

Business Name:

Directions: Complete the grid below by using your internship provider. View the company through a broad lens and consider all aspects (not just your internship role or department) to provide five responses to each category. Feel free to consult with members of the company to make your analysis thorough and insightful. The two links below will provide resources to gain insight into the SWOT purpose, process and suggest topics to be considered for each area.

[SWOT Analysis Definitions and Examples](#)

https://drive.google.com/file/d/1TIUE3nl7Xmf6GgF-IYG6cujlqpMvF_8C/view

[SWOT Analysis Questions/Topics by Area](#)

<https://drive.google.com/file/d/1UQojPXNW5knx9YRVV-TDSyuFI5A7-5F/view>

[SWOT Analysis Video](#)

<p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none">•••••
<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>THREATS</u></p> <ul style="list-style-type: none">•••••

SWOT Analysis Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Content	Analysis goes above and beyond the usual. Information is used effectively.	Analysis is complete and information integration is evident.	Some analysis evident but is incomplete.	Little to no analysis evident
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1

Option 4: Policy Manual Project

Learning Objectives:

1. To acquire soft skills and investigate fields of interest related to the intern's career and college goals
2. To give each student a realistic perspective of work and work expectations

Essential questions:

1. What skills and behaviors are needed to be successful in the workplace?
2. What is professionalism?

Lesson Plan: Policy Manual project

1. Questions from Employee Training Guide/Policy Manual:

- A. Ask your mentor for a copy (access) to the company's employee/policy manual (sometimes the manual is on-line).
- B. Answer the following questions below.
- C. If the site does not have a written manual, you will have to interview your mentor to find out the answers.
- D. You may include the manual or pages from the manual. Questions must be answered in complete sentences. (You are answering these as employees, not students.)
 - 1) Does your site have a written policy manual?
 - 2) Do the employees have to keep some type of **Timecard**? Electronically or on paper.
 - 3) Do employees have to log in/out in and for meals?
 - 4) What is the sites employee's **attendance policy/procedure**? Briefly explain.
 - 5) Is there a **social media policy**? If so, what is it?
 - 6) What is the **dress code** for your internship site?
 - 7) Give me a few reasons an employee can be punished, put on probation, or dismissed. Please specify which action above that you are explaining.
 - 8) What is **the personal cell phone use** policy/rule at your site?
 - 9) What is the internship site's **smoking policy**?
 - 10) What is the sites **drug policy**?

2. Final product:

- A. Questions with answers in complete sentences.
- B. Evaluation of the manual: Write a paragraph summarizing the strengths and weaknesses of the manual.

Policy Manual Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Content	Questions answered go above and beyond the usual questions. Information is used effectively.	Questions answered and information integration is evident.	Some Questions answered were done or incomplete.	Little to no questions answered.
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1

Option 5: LinkedIn Profile

Building a Quality LinkedIn Profile – MUST RECEIVE PARENT PERMISSION TO CREATE AN ACCOUNT

Scope: As the workplace continues embrace the virtual world having an effective online brand and professional profile is vital. LinkedIn is the most powerful professional social media tool for building your personal/professional brand. Your LinkedIn profile tells the story of “you” to those who don’t know “you”. This honors project is designed for you to research how to create and build an effective LinkedIn profile as well as start to build your professional network. This is intended to be the beginning of a profile that you can grow and develop throughout your career.

Learning Objectives:

1. To understand the intent, usefulness, and outcomes of an effective LinkedIn profile.
2. To understand the important elements that make up an effective LinkedIn profile.
3. To understand how to build and post an effective online LinkedIn profile.
4. To understand how to reach out to other LinkedIn members and build a professional network.

Essential questions:

1. What experiences, skills, education, accomplishments, and other pieces of information should be included in a LinkedIn profile?
2. How can LinkedIn help you build your personal brand?
3. How can a LinkedIn profile help you build a professional network and provide career opportunities?

Create a Comprehensive LinkedIn Profile:

1. Use all available resources to research the uses, objectives, and outcomes of an effective LinkedIn profile.
2. Use all available resources to research all the needed content areas of an effective LinkedIn profile.
3. Use a current resume and/or other resources (headshot photo, work experience, educations, a list of skills to include, online portfolio, letters of recommendations...etc.) and collect the personal data need for you to build a LinkedIn profile.
4. Once you have collected the data write the information for the different LinkedIn content areas.
5. Go to linkedin.com and signup for an account.
6. Build your LinkedIn account based on your research, the content your created in step 4 and the rubric requirements.
7. Connect with at least 10 other LinkedIn members who could be resources for your career and education goals.

Final Product:

1. A complete published LinkedIn profile that can be verified.
2. A current network of at least 10 contacts.

Some Resources:

1. <https://www.wikihow.com/Make-Your-LinkedIn-Profile-Stand-Out>
2. <https://www.linkedin.com/help/linkedin/answer/112133/how-do-i-create-a-good-linkedin-profile-?lang=en>

LinkedIn Profile Rubric

Student Name: _____

Item	Exemplary	Solid	Developing	Needs Attention
Photo	<p>Business/Professional Headshot or other appropriate to industry.</p> <p>Picture is clear and shows the individuals face.</p> <p>A plain backdrop is used.</p>	<p>Business Professional Headshot.</p> <p>Includes more than headshot in the picture.</p> <p>Distracting background.</p>	<p>Picture is casual in nature.</p> <p>Other individual(s) are included in photo.</p> <p>Dress is not professional</p> <p>Poor photo quality</p>	Picture is missing.
Points (10)	8-10	4-7	1-3	0
Headline	<p>Eye catching, informative and uses keywords, skills, or interests that relate to the industry or related career goals.</p> <p>Connects current position to career goals</p>	<p>Brief, informative and use of keywords, skills, or interests</p> <p>Does not relate to current positions or career goals.</p>	<p>Brief, lacking information and detail on career goals and interests</p> <p>Thoughtful use of default</p>	Default of student at current institution or position unrelated to career goals
Points (15)	11-15	6-10	1-5	0
Summary	<p>Describes current status, relevant skills, interests, coursework or experiences e.g., internships, student leadership roles, campus activities etc.</p> <p>Connects background to position, goals, or industry of interest</p> <p>Written in a concise, professional manner</p> <p>Use of action words, job or industry specific key words</p>	<p>Describes current status, skills and interests but lacks some details.</p> <p>Career goals or interests may not be evident</p> <p>Written in a more general manner</p>	<p>Describes academics, skills, and activities only</p> <p>Career goals or interests may not be evident</p> <p>List of skills without validating experience</p> <p>Written in a more general manner</p>	Summary is missing
Points (15)	11-15	6-10	1-5	0

WCPSS School to Career Internship Program

INTERNSHIP PERFORMANCE-BASED MEASUREMENT COMPONENTS

Components	Standards
I. Employability Skills Showcase (35%)	1.00: Apply durable employability skills, confidentiality, and resource management in the workplace.
II. Technical Skills Demonstration (25%)	2. 00: Apply concepts and technical skills relevant to the workplace.
III. Career Opportunities Evaluation (40%)	4. 00: Evaluate career opportunities in the aligned pathway(s).