

Name: _____ Hour _____ Date: _____

Date Portfolio is due: _____ Why late? _____ Final Score: + ✓ -
Day of Week Date If your project was late, describe why

Supervised Career Experience Portfolio

Written by Craig Kohn, Waterford Union High School, Wisconsin



Department
of
AGRICULTURAL SCIENCES
WATERFORD UNION HIGH SCHOOL

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Introduction

One of the main goals of any agricultural classes is to increase the likelihood that you will have maximum preparation for any career you choose to seek. Simply put, every effort is made to make sure you can get the job you want when you want it.

To ensure that you are both college- and career-ready, you will be expected to complete a portfolio of your career experiences this semester. This includes the creation of a personal resume and cover letter as well as the completion of portfolios of a college you might attend and a career you might seek. Finally, you will be expected to complete 15 hours of direct career experience outside of the classroom. Just like you cannot get a driver's license without experience behind the wheel, you will need actual career experience in order to be prepared to work for an employer someday.

Part of this project will be completed in class during regular school hours. This includes the resume, cover letter, and career and college profiles. You will also review how to ace a job interview and you will present this portfolio in class at the end of the semester (*so DON'T lose this packet!*).

Part of this project will be completed outside of regular school hours. The 15 hours of career experience that you need will most likely be done off-site at a different location (although if this is a problem, alternate arrangements can be made).

If the 15-hour requirement is not feasible, you also have the option of completing a paper as an alternative. The paper should be a minimum of 10 pages (typed, double spaced, 12pt font) and include 5 sources (1 source from the suggested source list) and a works cited page. More details can be provided by your instructor if asked.

Complete the questions below use full sentences. Be prepared to discuss in class.

Score: + ✓ -

1. In one sentence, summarize what this assignment will entail: _____

2. What is the purpose of this assignment? Why are you expected to do it? _____

3. What parts of this project will be completed during regular class hours? _____

4. What parts of this project will be completed outside of regular class time? _____

5. What if you do not have 15 hours outside of regular class hours available? What other options do you have?

6. How do you feel about this project? Circle one: *Excited* *Anxious* *Annoyed* *Other*

Why? _____

Project Schedule & Deadlines

This completed packet will be due before your final exam. In the meantime, a deadline will be issued for each individual component of your portfolio to keep you on tasks. Smaller grades may be assigned to each individual component (this is your instructor's choice) but your **final portfolio will be worth 10% of your total grade**, or the same total value as your final exam.

This may be good news or bad news. It is bad news if you don't intend to take this seriously. Worst case scenario, if you didn't complete this project you would drop a full letter grade for the class. On the other hand, if you take this project seriously and do a good job, you can increase your final grade, especially if your exam score isn't as high as you would like it to be. While this is meant to increase your preparation for getting your dream job someday, it can also have the added benefit of increasing your final grade if you do a good job and turn in high quality work.

For your work, you can only get one of three grades:

+ = exceeded expectations. ✓ = expectations were met but not exceeded. - = redo assignment

Typically a + gets a 100%, a ✓ gets an 80%, and a - gets a 0% until the project is re-done.

Check with your instructor and complete each of the following below.

Score: + ✓ -

1. When is your career profile due? _____
2. When is your college profile due? _____
3. When is the first draft of your resume due? _____
4. When is the final draft of your resume due? _____
5. When is the first draft of your cover letter due? _____
6. When is the final draft of your cover letter due? _____
7. When is the completed Supervised Career Portfolio due? _____
8. When will you be presenting your work to your instructor and/or the class? _____
9. In order to get a 100% on each component and on the final project, what do you need to do?

Hint: the answer can be found in the information above.

10. In order to avoid having to re-do any part of this project, what do you need to do?

Hint: the answer can be found in the information above.

Career Experience Hours Requirement - Overview

Just like you wouldn't be able to get a driver's license without actual driving experience, you don't want to leave high school without any career experience. While grades are valuable and important, they rarely provide an accurate prediction of how valuable of an employee you will be (and how likely you are to keep your job and get pay raises). While your classes are important, work in the classroom rarely provides you with the day-to-day skills you need to be valuable to a future employer. See the appendix for the forms needed to complete this portion of the project.

While you will need to complete at least 15 hours to meet the expectations of this project, those 15 hours can be completed in a number of different ways, including one or multiple of the following:

1. **Have a part-time job:** whether it is paid or unpaid, working for an employer is one of the best ways to determine your readiness for the workplace. It does not matter whether or not you are paid; it only matters that you are working for someone who's income and/or business is affected by the work that you do.
2. **Start your own business:** if you are paid to mow lawns for neighbors, if you sell products that you have created, or if you make any kind of income through the sale of your services or goods, you can use these hours to meet this requirement. You will still need adult supervision for this option.
3. **Conduct an experiment:** laboratory work is a valuable experience that can provide preparation for any number of scientific career options. Note that this work must be completed outside of a class assignment and must be a legitimate scientific experiment that is unique, valuable, and have an unknown outcome at the start of the experiment. You will need to design, conduct, assess, and present your research for it to be a valid option.
4. **Become an educator:** classroom teachers often discovered their passion for teaching the first time they stood in front of a group of students. The world needs more good teachers and there are many industry-specific topics that need advocates who are knowledgeable and passionate. Whether it be protection of the environment, advocacy for animal welfare, clarification of agricultural practices, overviews of scientific procedures, or any kind of instructional lesson relevant to the topics covered in this class, teaching a group of students can be a fantastic way to determine if this is a career path you might want to pursue someday.
5. **Job shadow:** a great way to determine if a job is right for you is to follow a person who is actually doing that job as a career. By seeking out professionals and gaining permission to accompany them as they work, you can gain a firsthand look at the realities (both good and bad) of their day to day life to see if it is right for you.
6. **Volunteer:** many volunteer experiences correlate to what many people do for a job every day. From cleaning at an animal shelter to assisting retirees to leading groups of students to cleaning up your local environment, volunteer work can enable you to see the sides of jobs that are sometimes not always the most visible while allowing you to make your community a better place.
7. **10+ Page Paper:** sometimes students may have burdens or obstacles that make offsite experiences more difficult to obtain. If you have a special circumstance that would prevent you from being able to gain a firsthand experience like those listed above, speak with your instructor first. They can help you develop a written project that will meet the objectives of this project to the same extent that a firsthand experience would provide.
 - a. Keep in mind that this project will be expected to require at least 15 hours to complete outside the classroom. Your instructor may decide that this option does not qualify for a 100% maximum grade.
 - b. If you do not have any reason that would prevent you from exercising one of the non-paper options, you will be expected to complete those options in order to maximize your personal career preparation.

Career Experience Hours Requirement – Expectations

You will be expected to complete 15 hours or more for this project. These hours will need to be verified by the person supervising your experience. For every experience, you will need to have a legal adult supervise your work. Depending on the circumstances, this could be an employer, teacher, parent, or other trustworthy adult figure.

NOTE: be safe! Never put yourself in a situation in which your safety might be compromised. NEVER go to an isolated place outside the school with an adult that you do not personally know well. You may want to complete this component with a partner from class if you are working with a professional that you do not personally know well.

Your career experience needs to be a legitimate experience. Babysitting a sibling does not count as a career experience. Walking your family dog does not count as a career experience. Your experience should pertain to the content of this course in some way. Your experience should ideally relate to a career you intend to have in the future.

Your experience should involve real-world considerations; if you are working in an experience that directly relates to income, breaking research, the education of others, or needed community service, it is likely a good choice. If your experience is something that you are already expected to do as part of a class or as part of living in your home, it is not a good choice and you will be expected to make up those hours in different way. Use the following rubric as a guide when making your choices in regards to your 15 hours of career experience.

	Plus (100%)	Check (80%)	Minus (Re-do)
Hours Completed	More than 15 hours completed.	Roughly 15 hours completed.	Less than 15 hours completed.
Type of Experience(s)	Experiences directly relate to the content of the course and/or to the career intentions of this individual.	Experiences remotely relate to the content of the course and/or to the career intentions of this individual.	Experiences do not relate to the course content or career aspirations in any legitimate way.
Value of Experience(s)	Experiences of this individual were real-world and not a replication of activities they were already conducting.	Experiences of this individual were valuable but may have overlapped with activities that were already a part of their life.	Experiences conducted were simply a repeat or an extension of activities that were already a part of this individual's life.
Hours Sheet	All hours were verified by a legitimate adult in a position relevant to this work who directly supervised the individual.	Most or all hours were verified by a legitimate adult who supervised the individual with only a discrepancy or two.	Multiple hours were not verified or the adult who verified them was not directly involved with the student's work in some manner.
Review Form Completion	Student has submitted multiple review forms indicating their value of their performance for the hours they completed.	Student has submitted a review form indicating the value of their performance for the hours they completed.	A review form was not submitted for the hours completed as part of this experience.
Review Form Score	The individual was ranked as a "plus" in all or most areas of this review.	The individual was ranked as a "plus" or a "check" in all or almost all areas of this review.	The individual had more than a few "minus" rankings on this sheet.
Photo/Video Verification	3 or more photos or videos of their work have been submitted.	Only 2 photos were received or a photo does not verify the work completed.	Multiple photos/videos were not received or do not verify the work completed.
Journal Entries	All experiences were accurately and thoroughly documented.	Most experiences were accurately and thoroughly documented.	Multiple experiences were not accurately or thoroughly documented.
Reflection	Reflection was accurate, complete, honest, and valuable.	Reflection was valuable but a few problems were noticed.	Reflection has noticeable problems in multiple places.

Career Experience Hours Requirement – Requirements

For every experience completed as part of your 15 hours, you will need to do the following:

- **Speak with your instructor if you have any questions.** This can be a challenging requirement to fulfill, but your instructor can assist you in finding an experience that has personal value to you and connecting you with professionals who might be good matches for your needs. If you do not ask for help, you will not receive help. Knowing how to appropriately ask for help, and seeking help when it is needed are valuable career skills.
- **Complete your experience between the start date and end date of the class in which you are currently enrolled.** Experiences that occurred prior to the starting date of this class will not be counted as part of this assignment. Talk with your instructor if you feel that you need special consideration for an experience (for example, if certain experiences can only occur during certain times of the year, etc.). Special exceptions may be granted under certain circumstances – check with your instructor *before* taking any action.
- Verify the work that you did and the time that you completed using the **Hours Verification Sheet** (see appendix). The adult that supervised your work should include their name, phone number, and signature. Questionable entries will be contacted by your instructor to verify their validity.
- For at least one of your experiences, you will need to have your supervisor complete the **Performance Review Form** (see appendix). This form allows the supervising adult to rank your performance and readiness for the workplace based on 16 areas. Submitting multiple review forms will result in a better grade on this project.
- Complete an entry in your **Experience Journal** (see appendix) for each experience that you have. The purpose of your experience journal is to enable you to keep a record of your time, accomplishments, and acquired skills as a result of this project.
- Submit **3 photos or videos** of your experiences when you submit this portfolio (see appendix).
- Submit a reflection of your experiences, the skills you have acquired, and the impact this will have on your life.
- Submit all needed materials by the deadline.

Career Project



Name: _____ Hour _____ Date: _____

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Directions

1. Visit the following website: <https://www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx> (or just type "FFA Career Explorer" into a search engine such as Google; it will be the first result that comes up).
2. From either the "Primary Industry" drop menu or the "Career Cluster" drop menu, choose a career field you are most interested in.
 - a. Ideally, try to choose a career related to the subject of this course. However, if there is a career you REALLY want to look into, it is ok to choose that one.
3. Click "Click here to search". Choose a profession that you are most interested in (it is ok if you it is different from what you know you want to do – pick the best fit in order to complete the assignment).
4. Click on the profession to gain more information. If you are satisfied with that choice, complete the questions below. If you want, you can look at other jobs but you need to have this assignment completed by the deadline.

Questions – Answer in complete sentences when needed (your future employer will expect it).

1. What is the name of the career? _____
2. Why did you choose this one? _____

3. What does this job pay? \$ _____ /year
4. What are the educational requirements for this job? (e.g. Bachelors, PhD, etc.) _____
5. What classes can you take in high school to prepare for this kind of job? _____

6. Summarize this job: _____

"No matter how smart you are, educated people will think you're a moron if your grammar is lacking." – Scott Adams, creator of Dilbert.

7. What kinds of skills or education do you need for this job? Write the listed items that would aid a person in this field:

For the last questions, use a Google search to find this information. Be sure the information is credible! A great way to ensure you receive credible info is to use the following search format: (type career name) site:.gov

Good examples include <http://majormania.uwex.edu/> and <http://www.campusexplorer.com/colleges/in/Wisconsin/>.

8. What is a school in the area that provides a degree needed for this field?

School: _____ Major/Degree: _____

9. What is the annual tuition for this school? \$ _____ /year . What source did you use?

Site: _____

Does this include other expenses such as books, rent, food, etc.? YES NO (circle one)

Do you need any additional schooling beyond a 2-year or 4-year degree? YES NO (circle one)

Note: if you intend to become a professional (doctor, lawyer, engineer, teacher, pharmacist), this requires additional schooling and expenses. Anything needing more than a bachelors (4-year) degree will need additional schooling.

If so, what would be the total cost of this additional schooling? \$ _____

Use a search engine and a credible site to determine this amount.

10. Based on the average annual salary, how long would it take for you to pay for your education if you were able to pay 5% of your salary per year towards your loans (we'll pretend you don't have to pay interest to make it easier).

a. What is the annual average income from this job? \$ _____

b. Multiply the annual average income by 0.05: \$ _____

This is what you would pay per year if you used 5% of your income.

c. What is the total cost of your education? \$ _____

Multiply the average cost per year by the number of years in school.

d. Divide the total cost of your education by the amount you could pay per year. Show your work below.

Total cost of education: \$ _____ \div Amount you can pay per year \$ _____ = _____ years
Years of debt from college

I would have to work for _____ years at the average salary as a _____ to pay off my debt from attending _____.

College Profile



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Directions – read and follow carefully!

1. Visit the following website: <https://bigfuture.collegeboard.org/college-search> .
 - a. You can also just type “College Board Search” into a search engine such as Google; it will be the first result that comes up.
2. On the left-hand side of the screen, click on “**Type of School**” .
 - a. Select either a 2-year or 4-year college (whatever your current intentions may be).
 - b. If you do not plan on attending college, choose the option you would select if you had to choose).
3. Click on “**Location**” on the left-hand side. Enter your ZIP Code and choose how far away you would be comfortable going.
 - a. e.g. if you want to be within a 3-hour drive of home, select schools within 200 miles of home.
4. Click on “**Majors and Learning Environment**” .
 - a. Type in a general description of the major you intend to have (or would have if you were forced to go to college) –**OR**- select the family of majors that most suits your interests.
5. On the top right, click “**Close and See Results**” . Choose a college that most interests you and use it to answer the questions below.

Questions – Answer in complete sentences when needed (your future college will expect nothing less).

1. What is the name of the college you have chosen? _____
2. Why did you choose this one? _____

3. What is the deadline to apply? _____
4. How many undergraduates attend this institution? _____
5. What percent graduate within 6 years? _____ %
6. Click on “**Paying**” in the upper left of the profile for this college. What is your estimated total cost per year to attend this institution? \$ _____ / year.
(Note – if you are out of state, make sure you are reporting the right amount!).
7. The average student attends for over four years. Assuming you spent 4.5 years at this institution, what would you expect your bill to be by the time you graduated?

\$ _____ total.

8. Does this college prepare you for the career intend to do? YES NO (*circle one*)
9. What major would you choose from this college? _____
10. What would be your second choice of majors? _____
11. Click on “**Campus Life**”. What percent men attend this school? _____% Percent women? _____%
12. What percent of students are in-state students? _____% What kind of school culture do you think this creates at this institution? _____
13. Click on “**Housing**”. What percent of first-year students living in college housing? _____% What kind of school culture do you think this creates at this institution?

14. Click on “**Activities**”. What are three activities that you might want to be a part of if you attended this school?

15. On the left-hand side, click “**See Similar Colleges**”. Write down three colleges that you would consider attending in the spaces below:

16. Write three questions you still have about attending college. Use all the space available. Do not write “*I do not have any questions*” – you haven’t been there yet, so yes, you have questions!

“No matter how smart you are, educated people will think you’re a moron if your grammar is lacking.” – Scott Adams, creator of Dilbert.

Resumes



Name: _____ Hour _____ Date: _____

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Overview

A resume is essentially an organized list of your accomplishments and achievements that indicate your potential value as a possible employee. A potential employer would use your resume to a) determine if they should interview you for a job, and b) determine if you should be employed.

A resume is one of the most important documents you will ever have and is similar in importance to your life as a birth certificate, marriage license, and a diploma. However, unlike all of these documents, you can directly control what goes into your resume and how it looks.

Resumes need to be **perfect** in every way. Failure to catch and correct mistakes in your resume implies that you will fail to catch and correct mistakes on the job. While perfect spelling is not needed to work at McDonalds, an ability to catch and correct mistakes is required and necessary for employment anywhere. One spelling error or one grammatical mistake can be the difference between gainful employment and time spent in the unemployment office.

Directions – read and follow carefully!

1. For this assignment, you will be completing a resume that you could actually use in a job interview. To begin, you will look at an example resume and answer questions about this resume.
2. Next, you will write your own resume. Resumes NEED to be typed (even first drafts).
 - a. If you don't finish during the time allotted in this class, you will need to finish the first draft of your resumes outside of class.
 - b. Your resume should be relevant for a high school student. This is not a hypothetical document – this is a reflection of your own personal accomplishments.
 - c. If you have no personal accomplishments, 1) put down anything you can (even if you only played JV basketball and never made varsity, this is still an accomplishment); and 2) realize that unless you start gaining some accomplishments and personal achievements, employers will be reluctant to hire you for anything other than the most menial, low-paying jobs.
3. After you have completed your own resume, you will exchange it with a partner from class and conduct a peer review of the resume.
 - a. To do this, you will use the accompanying resume checklist.
 - b. If the individual is missing anything, give them a minus for that item.
 - c. If they have included the item but it is wrong or could be improved, give them a check.
 - d. If the item is perfect and could not reasonably be improved, give them a plus.
4. Be picky when completing a peer review! You are not doing your partner any favors by ignoring their errors – if their instructor catches their errors, it will reduce their grade. If you catch their errors and they fix them, this will increase their grade.
5. Using the peer review from your partner, you will update your resume and make any needed changes to make it worthy of and useful for an actual job interview.
6. Submit your first draft with edits and your final draft to your instructor for grading.
7. Submit your final draft of your resume when you submit this portfolio at the end of the semester.

Questions – Answer in complete sentences (*practice that resume-perfection now so you're ready*).

1. In your own words, provide an explanation of what a resume does for a person. _____

2. Why is a resume important? _____

3. Why would you need a flawless resume for a minimum-wage job? Why does it matter that your spelling, grammar, and communication are perfect?

4. What is the first thing that you will create as part of this assignment? _____

5. What happens if you don't have time in class to finish? _____
6. What will you do with your first draft before submitting a final draft? _____

7. Should you be really picky when critiquing a partner's resume? _____ Why is this the 'nice' thing to do?

8. What will you actually submit to your instructor for grading? _____

9. Why should you care about doing well on this assignment? _____

Look at the sample resume on the next page before moving on to Question 10.

Jane Sassaby

P.O Box 111
Waterford, WI 53185
(555) 555-5555
sassybj@hotmail.com

OBJECTIVE

To obtain the student internship position at Fox Valley Veterinary Clinic.

EDUCATION

Waterford Union High School
Diploma Expected June 2014
GPA: 3.5

EXPERIENCE

Cashier (9/13-Present)

McDonald's Waterford, WI

- Keyed in customer orders into register and prepare food tray or takeout bags accordingly.
- Served cold drinks, using drink-dispensing machine, and frozen milk drinks and desserts, using milkshake or frozen custard machine.
- Pressed lids onto beverages and place beverages on serving tray or in takeout container.
- Demonstrated a positive attitude while processing customer cash and credit transactions.
- Maintained a clean and orderly eating and serving area.

Sales Associate (5/12-6/13)

Kohl's Burlington

- Assisted in the smooth and profitable operation of specialty clothing and home décor shop.
- Generated sales and maintained positive image among clients.
- Designed and constructed store displays.

COMPUTER PROFICIENCIES

Microsoft Word, Excel, PowerPoint, FrontPage, and Adobe Photoshop.

HONORS AND ACTIVITIES

FFA Vice President, 2013-Present
Marching Band, 2012- Present
Froedert Hospital Volunteer, 2013- Present
A Honor Roll, 2013-2014

REFERENCES

Mr. Craig A. Kohn – Instructor, Agricultural Sciences – Waterford Union High School
100 Field Drive, Waterford, WI 53185 262-534-3189 x 7309

Mr. John Smith, Manager – McDonalds
815 Fox Ln # B Waterford, WI 53185 262-534-5534

Ms. Diane Fitzsimmons, Manager – Kohls
222 Hollyoak Rd, Burlington, WI 53120 262-534-6789 x 202

10. List five things that you think are valuable about Jane Sassaby's resume that could help her get hired.

11. What is Jane's objective? _____

12. How does Jane describe her work as a cashier? What does she do to make this seem more impressive given it is a minimum-wage job?

13. How might Jane's Honors and Activities increase her chances of getting this job?

14. If Jane had wrote "References available upon request" instead of the actual contact info for these references, would she be more or less likely to get this job?

Explain:

15. Did you find any spelling or grammatical errors? _____ What does this imply about the quality of Jane's performance if she was hired?

Standard Resume Format:

First Name Last Name

Street Address

City, State, and Zip

(555) 555-5555

email@professional-sounding.com

OBJECTIVE

This should be a specific job for a specific company, NEVER a generic title

EDUCATION

Include all educational credentials. If they are in progress, include when the diploma is expected. Include your GPA only if it is above a 3.0

EXPERIENCE

Position (Start date-End Date)

Company Name, City, State

- *Describe what you've done using action verbs (handled, conducted, created, processed, implemented, etc.).*
- *Include multiple lines that describe the responsibilities you had on this job*
- *Be as specific and descriptive as possible – this will indicate that you are thorough and attentive to detail while on the job*

Position (Start date-End Date)

Company Name, City, State

- *Describe what you've done using action verbs (handled, conducted, created, processed, implemented, etc.).*
- *Include multiple lines that describe the responsibilities you had on this job*
- *Be as specific and descriptive as possible – this will indicate that you are thorough and attentive to detail while on the job*

COMPUTER PROFICIENCIES

Include all technological experience and skill you have in this area.

HONORS AND ACTIVITIES

Use this section to describe all activities you were a part of an awards and recognition you have received.

REFERENCES

Name of person – Position – Company or Institution

Their Address

Their Phone

Name of person – Position – Company or Institution

Their Address

Their Phone

Name of person – Position – Company or Institution

Their Address

Their Phone



Resume Checklist and Skills

Resume Writer's Name: _____ Hour _____ Date: _____

Reviewer's Name: _____

Resume Checklist – Do they have...

For each item, rank it a + (perfect), ✓ (there but needs improvement), or – (not present or not done correctly).

- + ✓ – Their name?
- + ✓ – Their address?
- + ✓ – Their phone number
- + ✓ – An email address?
- + ✓ – Is the email address appropriate for business?
- + ✓ – One page only, unless you have significant previous experience
- + ✓ – Is it typed?
- + ✓ – Times Roman or other Serif font, 10 point to 12 point size (12 point is best)
- + ✓ – No more than two fonts or two sizes?
- + ✓ – Is the formatting consistent? (bold, underline, bullets, headings)
- + ✓ – Margins no less than 1" and no more than 1.5"
- + ✓ – Clear, focused objective
- + ✓ – Education is listed w/ institution, city, and state.
- + ✓ – GPA listed if over 3.0
- + ✓ – Graduation date listed, even if you have not yet graduated
- + ✓ – Experience section listing notable employment or volunteer work
- + ✓ – Experience section has descriptions for each job
- + ✓ – Experience section uses action verbs effectively (you can easily picture them doing their job)
- + ✓ – Activities section listing your most notable extracurricular activities
- + ✓ – Activities section has descriptions of key positions
- + ✓ – 3 References are attached?
- + ✓ – References are all professionally related people (no friends, family, or neighbors?)
- + ✓ – No personal data or potentially discriminatory data
- + ✓ – ABSOLUTELY no spelling errors?
- + ✓ – ABSOLUTELY no grammar errors?
- + ✓ – Is the document visually appealing and professional looking?
- + ✓ – Does the document effectively address the author's strengths, experiences, and abilities in a manner that a complete stranger would want to hire them?

Cover Letters



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
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Overview

A cover letter accompanies your resume when you apply for a job. It is essentially a letter to your potential employer highlighting why you are the right person for this job based on your unique qualifications and attributes.

Like resumes, cover letters need to be **perfect** in every way. Communication matters, especially when money is involved. This is your first chance to make a positive impression for yourself. A sloppy, hastily completed letter implies that you will be a poor choice as an employee. On the other hand, a cover letter that is well written, effective in its communication, and submitted on high quality paper implies that you will deliver the most for your pay. If you want a job, this is the kind of message you have to send with your cover letter.

Directions – read and follow carefully!

1. For this assignment, you will be completing a cover letter that you could actually use in a job interview. To begin, you will look at an example cover letter and answer questions about it.
2. Next, you will write your own cover letter. Cover letters NEED to be typed (even first drafts).
 - a. If you don't finish during the time allotted in this class, you will need to finish the first draft of your resumes outside of class.
 - b. Your cover letter should be relevant for a high school student and specific to a job. This is not a hypothetical document – this is a reflection of your unique value to a possible employer.
3. After you have completed your own cover letter, you will exchange it with a partner from class and conduct a peer review of the cover letter.
 - a. To do this, you will use the accompanying cover letter checklist.
 - b. If the individual is missing anything, give them a minus for that item.
 - c. If they have included the item but it is wrong or could be improved, give them a check.
 - d. If the item is perfect and could not reasonably be improved, give them a plus.
4. Be picky when completing a peer review! You are not doing your partner any favors by ignoring their errors – if their instructor catches their errors, it will reduce their grade. If you catch their errors and they fix them, this will increase their grade.
5. Using the peer review from your partner, you will update your cover letter and make any needed changes to make it worthy of and useful for an actual job interview.
6. Submit your first draft with edits and your final draft to your instructor for grading.
7. Submit your final draft of your cover letter when you submit this portfolio at the end of the semester.

Questions – Answer in complete sentences (*practice perfection now so you're ready when it counts*).

1. In your own words, provide an explanation of what a cover letter does for a person. _____

2. How is a cover letter different from a resume? Why do you need both? _____

3. If you want to get hired, how can you use your cover letter to maximize your chances? _____

4. What is the first thing that you will create as part of this assignment? _____

5. What happens if you don't have time in class to finish? _____

6. What will you do with your first draft before submitting a final draft? _____

7. Should you be really picky when critiquing a partner's resume? _____ Why is this the 'nice' thing to do?

8. What will you actually submit to your instructor for grading? _____

9. Why should you care about doing well on this assignment? _____

Look at the sample cover letter on the next page before moving on to Question 10.

Jane Sassaby
P.O Box 111
Waterford, WI 53185
(555) 555-5555
sassabyj@hotmail.com

November 22nd, 2014

Dr. Marnie Gamm
Veterinarian
Fox Valley Veterinary Clinic
231 Millgate Dr, Burlington, WI 53105

Dear Dr. Gamm:

My name is Jane Sassaby and I am interested in the opening you have at your clinic for the student internship position. I learned of this position from my agriculture instructor, Mr. Craig Kohn. I believe that I would be an excellent candidate due to my years of experience in working with animals, my knowledge of skills and concepts from classroom training, and because of my overall work ethic and commitment to excellence.

I am seeking this position because in the future I intend to major in Animal Science at UW-Madison or UW-Platteville. I later intend to apply to veterinary school once I have completed my bachelor's degree. I have specific training in areas such as emergency response, suturing, animal physical exams, and pet health and nutrition. I also have hands-on experience due to my experience working on Saltzman's dairy farm. I have been working with animals directly for over three years and I have a strong background and performance in veterinary science due to my high school experiences.

I feel that I am uniquely prepared for this job due to my work ethic. I am used to working long hours under stressful conditions, which has helped me to get onto the high school honor roll for two semesters and the high honor roll for one semester. In addition to this work ethic, I have gone outside of the classroom to seek additional experiences, including a job-shadowing experience I had with you last summer. I am hoping that you will grant me an interview so that I can discuss these experiences and practices in further detail, and I thank you for your consideration in advance.

Sincerely Yours,



Jane Sassaby

10. List five things that you think are valuable about Jane Sassaby's cover letter that could help her get hired.

11. Summarize what Jane has included in her first paragraph: _____

12. Summarize what Jane has included in her second paragraph: _____

13. Summarize what Jane has included in her third paragraph: _____

14. How is this similar to a resume? _____

15. What does Jane do in her cover letter that is different from her resume? _____

Use the guide on the next page to assist you in writing your cover letter.

How to write a cover letter.

1. Heading. A heading should have...

- a. Their street address, city, state, and zip.
- b. Their phone.
- c. An email (optional but ideal).
- d. Month/date/year.
- e. The specific employer's name.
- f. Employer's address, city, state, and zip.

2. Salutation should have...

- a. A greeting to a specific person (instead of "To whom it may concern").

3. First paragraph should have...

- a. The job the candidate is seeking.
- b. How they learned of the position. (optional but ideal)
- c. Why they in general are a good candidate for the job.

4. Second paragraph should have...

- a. Why they are seeking the position.
- b. What the candidate has to offer from their skills and abilities.
- c. Draw attention to their previous experience and preparation for this job.

5. Third paragraph should have...

- a. A demonstration of their understanding of the position.
- b. How their qualifications make them uniquely suited for this position.
- c. Request or mention a desire to have an interview.
- d. Thank the reader for their time and consideration.

6. Signature

- a. Include a general closing statement (Sincerely, Yours Truly, etc.).
- b. Include both your signature and printed name.

7. General Considerations

- a. The letter should exhibit clear written communication skills.
- b. Is it free of all spelling errors?
- c. Is it free of all grammar errors?
- d. Does the letter as a whole convey their ability and willingness to contribute to that company?
- e. Does this letter seem like it was written by a professional?

Cover Letter Checklist and Skills



Cover Letter Writer's Name: _____ Hour _____ Date: _____

Reviewer's Name: _____

INSTRUCTIONS: For each item, rank it a + (perfect), ✓ (there but needs improvement), or – (not present or not done correctly).

1. Heading. Does their heading have...
 - a. + ✓ – Their street address, city, state, and zip?
 - b. + ✓ – Their phone?
 - c. + ✓ – An email (optional but ideal)?
 - d. + ✓ – Month/date/year?
 - e. + ✓ – The specific employer's name?
 - f. + ✓ – Employer's address, city, state, and zip?
2. Salutation
 - a. + ✓ – Does their salutation address a specific person (instead of "To whom it may concern?")
3. First Paragraph
 - a. + ✓ – Does their first sentence state the job the candidate is seeking?
 - b. + ✓ – Does it state how they learned of the position? (optional but ideal)
 - c. + ✓ – Do they state why they in general are a good candidate for the job?
4. Second paragraph
 - a. + ✓ – Does it explain why they are seeking the position?
 - b. + ✓ – Does it stress what the candidate has to offer from their skills and abilities?
 - c. + ✓ – Does it draw attention to their previous experience and preparation for this job?
5. Third paragraph
 - a. + ✓ – Does it demonstrate their understanding of the position?
 - b. + ✓ – Does it state how their qualifications make them uniquely suited for this position?
 - c. + ✓ – Does it request or mention a desire to have an interview?
 - d. + ✓ – Does it thank the reader for their time and consideration?
6. Signature
 - a. + ✓ – Does it have a general closing statement (Sincerely, Yours Truly, etc.)?
 - b. + ✓ – Does it have both their signature and their printed name?
7. General
 - a. + ✓ – Does the letter exhibit clear written communication skills?
 - b. + ✓ – Is it free of all spelling errors? (*Circle any you find*).
 - c. + ✓ – Is it free of all grammar errors? (*Circle any you find*).
 - d. + ✓ – Does the letter as a whole convey their ability and willingness to contribute to that company?
 - e. + ✓ – Does this letter seem like it was written by a professional?
 - f. + ✓ – Would you hire this person?

Job Interview



Overview: in this segment, you will be practicing key characteristics and traits needed to succeed in a job interview. Before beginning in this exercise with your class and instructor, review the following summary of a job interview.

TIPS FOR YOUR JOB INTERVIEW

by the Student Employment Office of Texas A&M University, https://jobsforaggies.tamu.edu/students/interview_tips.aspx

You have an interview scheduled, now what?

You've applied for a job and now they want to meet you! This is your opportunity to communicate to the potential employer your unique qualities. However, interviews can be very intimidating and without proper preparation and practice your opportunity could be wasted.

Research: Use the internet to find information on:

- Facts about the job in general
- Facts about the employer
- Organizational structure

Prepare: Plan and rehearse your answers to questions that the employer may ask. Develop a list of questions to ask the interviewer yourself. Review your unique skills and qualities. Study your resume and job description. Practice answering questions.

Gather the following to bring with you to the interview:

- Notepad and pen
- Extra resumes
- Copies of your reference list
- Work Study certificate (if applicable)
- Days and hours you are available to work

Dress: Make sure your interview clothes fit, have no stains and feel comfortable for sitting and talking. Try to find out ahead of time what would be considered appropriate dress for this particular organization/office.

During the Interview

- Arrive early- ten to fifteen minutes before the scheduled appointment time.
- Do not chew gum or candy.
- Make eye contact and shake hands firmly.
- Focus on what you can do for the organization/office, not vice versa.
- Explain how your unique skills will help them meet their goals.
- Never answer with just a "yes" or "no". Elaborate!
- Show an eagerness to work.
- Be positive and energetic.
- Stay calm and cool-headed.
- Be serious and professional.
- Don't discuss your personal life.
- Avoid slang and pause words (umm, well, etc.)
- Maintain eye contact.

Nod, smile and let your face show interest.

Portfolio Checklist



Name: _____ Hour _____ Date: _____

The following is designed to help you know what you will need to submit as part of your final portfolio. Your final portfolio is worth 10% of your final grade. Your final portfolio is separate from any other assignments you may have submitted at an earlier date (e.g. if you turned in a resume earlier this semester, you must still submit a fresh copy of your resume as part of this portfolio).

The following will be required in your portfolio:

- This completed packet (check to ensure all blanks are filled in).
- A copy of your resume.
- A copy of your cover letter.
- A completed Experience Planning Guide (see appendix).
- Your signed hours sheet (see appendix).
- Your completed performance reviews (see appendix).
- Photos of you completing work as part of your 15 hours (see appendix).
- Your completed experience journal (see appendix).
- A final reflection (see appendix).

Your instructor may also require you to go through a check-out interview at the conclusion of this project or present your work as an oral presentation. The format used will be the choice of your instructor and will depend on what they think will be most beneficial to your needs.

Appendix



Department
of
AGRICULTURAL SCIENCES
WATERFORD UNION HIGH SCHOOL

Contents

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Experience Planning Guide



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

1. Which of the following do you intend to complete as part of your 15 hours? Check all that apply.

- Have a part-time job** **Start your own business** **Conduct an experiment**
 Become an educator **Job shadow** **Volunteer** **10+ Page Paper**

2. Briefly summarize what you intend to do as part of this experience. If you don't know what your experience will be yet, describe what you'd like to have for a career experience in an ideal world (in other words, ignore the limitations and describe the perfect scenario for career preparation outside of school for you personally):

3. Below are a list of possible obstacles that may affect your ability to complete this project. There may be others that affect you. Circle or underline the obstacles that you think will affect your ability to complete this assignment:

Time Money Location/Distance Motivation People/Connections

For the obstacles you circled or underlined, how will you overcome these obstacles? Explain in complete sentences using the space below. You may need to speak with your instructor to come up with an answer.

4. What are 3 measurable goals you hope to accomplish in your project this semester? A *measurable* goal is one that is specific, applicable, realistic, and has a deadline. It might involve obtaining specific career skills, learning details about a specific occupation, making money, gaining valuable experience for a college application, completing specific tasks, increasing your likelihood of a specific future career, etc.

1) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

2) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

3) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

Hours Verification Sheet



(To be submitted at time of presentation)

Signatures of Adult Supervision:

I confirm that the student completed their SAE project under my supervision. I confirm that the times and activities listed in their SAE logs are accurate. Note: There may be multiple signatures depending on your project. If your project was completed in the agricultural science department, then you may have your instructor's signature as one of them. Your parent(s) may sign for some of the time as well if you worked on it at home. Note: You may have one OR more depending on your project.

<u>Date</u>	<u>Hours & Minutes</u>	<u>Name Printed</u>	<u>Phone Number</u>	<u>Signature</u>
TOTAL TIME →				

RESEARCH PAPER OPTION ONLY

If completing a research paper, you will need to have your paper reviewed by an English teacher. They will need to sign below to verify that you have had your paper corrected and revisions should be made for your final draft.

Name (printed): _____ Room Number: _____

Performance Review Form #1 – Page 1

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
-	They sometimes lacked motivation; they only did what was asked and nothing more.
4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
✓	They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work.
-	They often needed reminders to get back on task in order to finish on time and/or to meet expectations.
5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
8	Written Communication.
+	Their writing always has perfect spelling, punctuation, capitalization, and grammar.
✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
-	Their writing often lacks perfect spelling, punctuation, capitalization, and grammar.
9	Verbal Instructions.
+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #1 – Page 2

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
✓	They use appropriate technology but may need encouragement or reminders from time to time.
-	They need regular encouragement or reminders to seek technology to make their work more efficient.
13	Optimism.
+	They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant.
✓	They are usually optimistic and pleasant; on occasion they are negative or pessimistic.
-	They have been negative or pessimistic on multiple occasions.
14	Perfection of Work.
+	They are a perfectionist when it comes to their work without compromising their ability to finish on time.
✓	They are mostly a perfectionist but may cut or a corner or two without realizing it.
-	They have missed opportunities to improve the caliber of their performance on multiple occasions.
15	Likelihood of Promotion & Retainment.
+	Based on their performance, an employer would likely go out of their way to ensure they kept this individual.
✓	Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them.
-	Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose.
16	Professionalism.
+	This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves.
✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position (\leq 60%).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Performance Review Form #2 – Page 1

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
-	They sometimes lacked motivation; they only did what was asked and nothing more.
4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
✓	They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work.
-	They often needed reminders to get back on task in order to finish on time and/or to meet expectations.
5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
8	Written Communication.
+	Their writing always has perfect spelling, punctuation, capitalization, and grammar.
✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
-	Their writing often lacks perfect spelling, punctuation, capitalization, and grammar.
9	Verbal Instructions.
+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #2 – Page 2

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
✓	They use appropriate technology but may need encouragement or reminders from time to time.
-	They need regular encouragement or reminders to seek technology to make their work more efficient.
13	Optimism.
+	They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant.
✓	They are usually optimistic and pleasant; on occasion they are negative or pessimistic.
-	They have been negative or pessimistic on multiple occasions.
14	Perfection of Work.
+	They are a perfectionist when it comes to their work without compromising their ability to finish on time.
✓	They are mostly a perfectionist but may cut or a corner or two without realizing it.
-	They have missed opportunities to improve the caliber of their performance on multiple occasions.
15	Likelihood of Promotion & Retainment.
+	Based on their performance, an employer would likely go out of their way to ensure they kept this individual.
✓	Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them.
-	Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose.
16	Professionalism.
+	This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves.
✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position ($\leq 60\%$).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Performance Review Form #3 – Page 1

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
-	They sometimes lacked motivation; they only did what was asked and nothing more.
4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
✓	They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work.
-	They often needed reminders to get back on task in order to finish on time and/or to meet expectations.
5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
8	Written Communication.
+	Their writing always has perfect spelling, punctuation, capitalization, and grammar.
✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
-	Their writing often lacks perfect spelling, punctuation, capitalization, and grammar.
9	Verbal Instructions.
+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #3 – Page 2

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
✓	They use appropriate technology but may need encouragement or reminders from time to time.
-	They need regular encouragement or reminders to seek technology to make their work more efficient.
13	Optimism.
+	They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant.
✓	They are usually optimistic and pleasant; on occasion they are negative or pessimistic.
-	They have been negative or pessimistic on multiple occasions.
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+	They are a perfectionist when it comes to their work without compromising their ability to finish on time.
✓	They are mostly a perfectionist but may cut or a corner or two without realizing it.
-	They have missed opportunities to improve the caliber of their performance on multiple occasions.
15	Likelihood of Promotion & Retainment.
+	Based on their performance, an employer would likely go out of their way to ensure they kept this individual.
✓	Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them.
-	Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose.
16	Professionalism.
+	This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves.
✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position ($\leq 60\%$).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Experience Journal



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the entries below to record your experiences outside of the classroom. The hours and dates below should correspond to the hours and dates you submitted on the Hours Verification Form. If you are completing the paper option, see your instructor for your options for substituting this requirement. Use complete sentences and accurate spelling & grammar where appropriate; be sure that your writing is legible.

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Photos



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the space below to include three photographs of you taking part in activities that were a part of your 15 hours. The photographs should relate to skills, abilities, or knowledge gained as a part of this experience. Describe what the photographs show using the space below. If you have video or need to submit your photos digitally, speak with your instructor before taking any action to determine the best way to meet these objectives.



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____

Reflection



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the questions below to guide your reflection on this semester.

1. What career do you intend to have some day? _____
2. Is this different or the same as what you had in mind at the start of the semester? _____
3. Are you more or less likely to pursue this career as a result of what you experienced this semester? More Less

Explain: _____

4. What are the three most important things that you learned as a result of the in-class work (college/career profile, resume, cover letter, job interview)? Respond using complete sentences and correct grammar:

First item learned: _____

Explain why this was important to you: _____

Second item learned: _____

Explain why this was important to you: _____

Third item learned: _____

Explain why this was important to you: _____

5. What are the three most important things that you learned as a result of the out-of-class work (as part of your 15 hours of experience)? Respond using complete sentences and correct grammar:

First item learned: _____

Explain why this was important to you: _____

Second item learned: _____

Explain why this was important to you: _____

Third item learned: _____

Explain why this was important to you: _____

6. What are 3 strengths you discovered as a result of this project that will make it more likely that you will acquire the career you want.

Strength: _____ How this will help: _____

Strength: _____ How this will help: _____

Strength: _____ How this will help: _____
