

<p>Middle-level CTE Learning Experience Title: My Professional Story (Career Portfolio) Educator: Laura Bellinger, Oppenheim Ephratah St. Johnsville CSD; Tracy Evans, Canajoharie CSD Length of Lesson: 19 days (40 minute periods) Grade Level: 8</p>	<p>CTE Area: Business and Marketing Education CTE Theme: Communication and Interpersonal Relationships CTE Content: Career Portfolio Date Created: March 28, 2019</p>
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PLANNING	
Curriculum Goal	<p>Students collect materials needed for personal career portfolios. Students create hard copy or digital career portfolios that include skill, ability, and interest inventories as well as samples of common application documents such as resumes, cover letters, and letters of reference. Students present their portfolios to a feedback panel of representatives from local businesses and make adjustments based on the feedback.</p>
Essential Question(s)	<p>What communication and interpersonal skills can enhance an individual's ability to develop caring, respectful, effective relationships within the home, school, community, and workplace? What knowledge and skills are necessary for individuals to create the elements and behaviors needed for success in the job seeking process? What needs to be included in a career portfolio to give an employer a complete picture of who an applicant is and what they can do?</p>
National Standards	<p>Common Career Technical Core Standards https://www.careertech.org/career-ready-practices</p> <ol style="list-style-type: none"> 1. Career Ready Practices Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 8. Utilize critical thinking to make sense of problems and persevere in solving them 9. Model integrity, ethical leadership, and effective management 10. Plan education and career paths aligned to personal goals 11. Use technology to enhance productivity 12. Work productively in teams while using cultural global competence <p>National Business Education Standards https://www.nbea.org/newsite/curriculum/standards/index.html Communication</p> <ol style="list-style-type: none"> I. Foundations of Communication Achievement Standard <ul style="list-style-type: none"> Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels II. Societal Communication Achievement Standard <ul style="list-style-type: none"> Apply basic social communication skills in personal and professional situations

	<p>III. Workplace Communication Achievement Standard Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies</p> <p>IV. Technological Communication Achievement Standard Use technology to enhance the effectiveness of communication</p> <p>Career Development</p> <p>I. Self-Awareness Achievement Standard Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development</p> <p>II. Career Research Achievement Standard Utilize career resources to develop a career information database that includes international career opportunities</p> <p>III. Workplace Expectations Achievement Standard Relate the importance of workplace expectations to career development</p> <p>IV. Career Strategy Achievement Standard Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan</p> <p>V. School-to-Career Transition Achievement Standard Develop strategies to make an effective transition from school to career</p> <p>VI. Lifelong Learning Achievement Standard Relate the importance of lifelong learning to career success</p>
<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p>
<p>Learning Objectives</p>	<p>Communication and Interpersonal Relationships 3. Workplace Communication Students will</p>

	<ul style="list-style-type: none"> a) List the similarities and differences between personal and workplace communication and the uses of technology in each b) Describe ways effective communication promotes workplace efficiency c) Examine a variety of types of reports required of workers in a variety of careers d) Describe the role of observation in the development of work reports e) Explain how to give and receive accurate reports in a variety of formats f) Demonstrate effective communication skills in a group setting to accomplish a task <p>Career Portfolio</p> <p>1. Portfolio</p> <p>Students will</p> <ul style="list-style-type: none"> a) Explain what a career portfolio is and tell how it might be used b) List the components of a portfolio and describe the importance of each c) Compile and organize personal materials for use in a portfolio d) Investigate format options for both physical and e-portfolios e) Match personal portfolio materials to specific employability skills f) Revise a general portfolio for use in obtaining a specific position <p>2. Application Documents</p> <p>Students will</p> <ul style="list-style-type: none"> a) Extract information from an employment advertisement to discern skills desired by a potential employer b) Know the purpose for and elements of a resume, cover letter, and letter of reference c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence 	
Vocabulary	Academic Portfolio, Resume, Cover Letter, References, Interview, Follow-up Letter, Achievements, Training, Workshops, Conferences, Networking, Interviewing, Human Resources, Proofread, Edit, Revise	Content Drive, Formatting, Title, Header, Banner, Image, Career Cluster, Holland Code, PDF, Scan, Link, Theme, Text Box, Embed, Graphic, Layout, Subfolder, Upload, Font, Navigation, Subpages, Home Row
Materials and Resources	<p>Job Skills Assessment (Day 1)</p> <p>https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx</p> <p>My Special Qualities and Skills summary worksheet (Teacher developed-Day 1)</p> <p>ONet Interest Profiler (Holland Codes) (Day 3)</p> <p>https://www.mynextmove.org/explore/ip</p> <p>Cardstock, markers, tape (Day 3)</p> <p>Sample Career Portfolios (Day 4)</p> <p>https://career.fsu.edu/portfolio/sample-portfolios</p>	

	<p>Using a Career Portfolio (Day 4) https://www.td.org/insights/using-a-career-portfolio Google Sites E-Portfolio Tutorials (Day 5-15) https://www.youtube.com/watch?v=0IjuM2VoLgU&list=PLZLJIYAnDLOnahQzT-oiEI0W0j4IJeRrG&index=2&t=0s Portfolio Tutorials Parts 1-6 (Day 5-15) Portfolio Tutorial Part 1: Creating & Sharing Your Google Site Portfolio Tutorial Part 2: Setting up Your Homepage & Picking your Theme Portfolio Tutorial Part 3: Adding Pages & Sub-Pages to Your Google Site Portfolio Tutorial Part 4: Editing the "My Influences" Page Portfolio Tutorial Part 5: Editing the Work Sample Page Portfolio Tutorial Part 6: Adding Work Samples & Publishing Your Site https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLocWbY-VD6cfz62PDNcZjxAGTKyVTvAVN&index=2&t=1s NYS Employability Profile (Day 5-15) http://www.p12.nysed.gov/specialed/publications/CDOScredential-att4.pdf Project Time Table(Day 5-15) Student Led Conference Checklist(Day 5-15) Response Sheets(Day17-18) Reflection Forms and Self-evaluations (Day 19)</p>		
INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	<p>Day 1 Teacher provides students with a Job Skills Checklist or direct students to the Career One-Stop Job Skills Assessment at https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx Teacher announces that a human resources will visit the class to discuss the importance of professional portfolios and asks students to develop questions for the guest speaker.</p>	<p>Day 1 Students assess personal job skills using tools provided by the teacher. Students think-pair-share and fill in a teacher-developed summary form "My Special Qualities and Skills". Student pairs develop questions for the guest speaker.</p>	<p>40 min 20 min 10 min 10min</p>
Do-now/Hook	Day 2 Teacher invites a human resources manager to speak to the students	Day 2 Students engage with the guest speaker, utilizing the questions prepared for the	40min

	<p>about the importance of developing and maintaining a professional portfolio that documents all trainings, certifications, employment history, references, etc. HR will also speak about the advantages of joining networking employment sites such as LinkedIn.</p>	<p>speaker ahead of time. Ask other questions that may arise during the presentation.</p>	
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day3 Teacher provides students with the link to the ONet Interest Profiler, which will help them identify their Holland Codes. https://www.mynextmove.org/expl ore/ip Teacher monitors student progress through the Interest Profiler, and student creation of their Holland Code card. Teacher provides a wall space for students to display their Holland Codes. Teacher leads a summary discussion based on the arrangement of Holland Code cards by the class (ex. Our class has more social codes than investigative, what could this mean about how we work together?) Day 4 Teacher presents a brief direct instruction lesson on the</p>	<p>Day 3 Students complete the ONet Interest Profiler to identify their Holland Code. Students use cardstock, markers, etc. to prepare Individual Holland Code cards that show their name, their code or code combination, and personal qualities aligned with their code(s). Students post their Holland Code cards in designated spaces on the classroom wall, so that it is easy to see which codes are represented by the class members. Students participate in summary discussion. Day4 Students engage in direct instruction lesson</p>	<p>40min 15min 10min 15min 40min 10min</p>

	<p>relationship of Holland Codes to career clusters, job selection, and satisfaction. Teacher includes main ideas from Using a Career Portfolio at https://www.td.org/insights/using-a-career-portfolio</p> <p>Teacher provides students the link to sample career portfolios, arranged by cluster area https://career.fsu.edu/portfolio/sample-portfolios</p> <p>Teacher guides students as they look at sample portfolios related to their identified Holland Code, qualities, and skills. Teacher provides questions to focus students' attention.</p> <p>Teacher leads a class summary based on the focus questions.</p> <p>Day5-15 Teacher announces that students will be preparing Career Portfolios for a job they would like in a cluster that matches their Holland Code, qualities, and skills.</p> <p>Career Portfolios will include: Resume, cover letter, application, employability profile, qualities and skills, interview prep materials, follow-up letter, letter of reference, certificates and awards. Teacher will introduce and</p>	<p>Students review a variety of career portfolio samples, using focus questions as a guide: What do the samples have in common? What information is specific to the samples representing a particular career cluster? Which personal qualities and skills do you have that could be showcased in your career portfolio?</p> <p>Students participate in the summary discussion</p> <p>Day 5-15 Students find a job advertisement, or job description, for a job they would like in a cluster that matches their Holland Code, qualities, and skills. This will be the job for which they will prepare their Career Portfolio.</p>	<p>30min</p> <p>10min</p> <p>40min x 11 days 15min</p>
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	<p>demonstrate the use of the Google Sites E-Portfolio Tutorials at https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDNcZjxAGTKyVTvAVN&index=2&t=1s</p> <p>Any documents students produce will be linked or scanned to the Google site e-portfolio they create.</p> <p>Teacher will provide mini-lessons on each component of the Career Portfolio</p> <p>Teacher will provide a project time table and a student conference schedule. Teacher will monitor individual student progress and provide individual instruction as needed.</p> <p>Day 16 Teacher models the presentation of the Career Portfolio.</p> <p>Teacher assists students in the development of their Career Portfolio presentations.</p> <p>Day 17-18 Teacher may invite the HR manager back to class to provide an authentic audience for the Career portfolio presentations</p>	<p>Students produce Career Portfolio documents and link or scan them to the Google site e-portfolio they create. Tutorials will be used as needed throughout the project.</p> <p>Students will follow a teacher-provided project time table and engage in conferences with the teacher as scheduled.</p> <p>Day 16</p> <p>Students prepare presentation of their Career Portfolios, following the teacher model.</p> <p>Students practice their presentations with a partner and revise based on partners questions and comments</p> <p>Day 17-18 Students present their Career Portfolios. Students complete feedback forms for their classmates.</p>	<p>40 min 10min 20min 10min 40min x 2 days</p>
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	Day 19 Teacher provides students with a reflection form and self-evaluation.	Day 19- Closure Students complete a self-evaluation and reflection form for their Career Portfolio projects. Is the portfolio complete? Which components are most successful? Which components might be revised for improvement, and how would the revisions be made? What is the role of a Career Portfolio in your future? How can you maintain your Career Portfolio so that it remains a valuable resource in your future?	40min
Differentiation	Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.		
Closure	Students complete a self-evaluation and reflection form for their Career Portfolio projects. Is the portfolio complete? Which components are most successful? Which components might be revised for improvement, and how would the revisions be made? What is the role of a Career Portfolio in your future? How can you maintain your Career Portfolio so that it remains a valuable resource in your future?		
ASSESSMENT			
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Analyzes Career Opportunities	Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.	Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.	Identifies career opportunities to determine requirements.	Unable to identify career opportunities and determine if personally interested.
Manages Time to Complete Tasks by	Completes work ahead of schedule by creating a plan	Completes work on time by using time management	Completes work on time with reminders and	Rarely completes work on time; fails to use time management skills.

Middle-level CTE
 Learning Experience Template
 March 2019

Deadline	to finish early.	skills.	supervision.	
Seeks information on Career Opportunities	Extensively uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.	Uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.	Makes limited use of reliable sources and/or personal networks to inquire and locate information on career opportunities.	Fails to use reliable sources and personal networks to inquire and locate information on career opportunities.
Sets and Meets Goals	Sets measurable goals and action steps to accomplish them.	Defines and meets goals using the strategies.	Defines goals and strategies but has not met goals.	Has goals but no strategies to achieve them.
Reads and Interprets Workplace Documents	Reads, interprets, and applies workplace documents correctly and with ease (e.g., instructional manuals, work orders, invoices, memorandums).	Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Reads but misinterprets and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).	Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Writes Clearly	Consistently writes clearly, uses correct grammar, and understands the intended audience of documents that are produced.	Writes clearly, generally using correct grammar, and understands the intended audience of the document produced.	Produces a document that is mostly well written but, sometimes uses incorrect grammar; shows general understanding of the intended audience.	Produces a document that is unclear, uses incorrect grammar, and shows a misunderstanding of the intended audience.
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.	Thoroughly evaluates information researched using internal and external validation.	Evaluates information researched but not thoroughly.	Does not evaluate information.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.