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

| PLANNING |
|-----------------|--------------------------------------------------|
| Curriculum Goal | 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. |
| Essential Question(s) | 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? |
| National Standards | Common Career Technical Core Standards  
https://www.careertech.org/career-ready-practices  
1. Career Ready PracticesAct 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  
National Business Education Standards  
https://www.nbea.org/newsite/curriculum/standards/index.html  
Communication  
I. Foundations of Communication Achievement Standard  
   Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels  
II. Societal Communication Achievement Standard  
   Apply basic social communication skills in personal and professional situations |
| 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 |
| IV. Technological Communication Achievement Standard | Use technology to enhance the effectiveness of communication |

Career Development

I. Self-Awareness Achievement Standard
   Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development

II. Career Research Achievement Standard
   Utilize career resources to develop a career information database that includes international career opportunities

III. Workplace Expectations Achievement Standard
   Relate the importance of workplace expectations to career development

IV. Career Strategy Achievement Standard
   Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan

V. School-to-Career Transition Achievement Standard
   Develop strategies to make an effective transition from school to career

VI. Lifelong Learning Achievement Standard
   Relate the importance of lifelong learning to career success

<table>
<thead>
<tr>
<th>NYS Standards</th>
<th>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Career Development</td>
<td>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions</td>
</tr>
<tr>
<td>Standard 2: Integrated Learning</td>
<td>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</td>
</tr>
<tr>
<td>Standard 3a: Universal Foundation Skills</td>
<td>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</td>
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<thead>
<tr>
<th>Learning Objectives</th>
<th>Communication and Interpersonal Relationships</th>
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<tbody>
<tr>
<td></td>
<td>3. Workplace Communication</td>
</tr>
<tr>
<td></td>
<td>Students will</td>
</tr>
</tbody>
</table>
| 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 |

**Career Portfolio**  
**1. Portfolio**  
Students will  
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  

**2. Application Documents**  
Students will  
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** | **Job Skills Assessment (Day 1)**  
[https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx](https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx)  
My Special Qualities and Skills summary worksheet (Teacher developed-Day 1)  
ONet Interest Profiler (Holland Codes) (Day 3)  
[https://www.mynextmove.org/explore/ip](https://www.mynextmove.org/explore/ip)  
Cardstock, markers, tape (Day 3)  
Sample Career Portfolios (Day 4)  
[https://career.fsu.edu/portfolio/sample-portfolios](https://career.fsu.edu/portfolio/sample-portfolios) |
### Middle-level CTE Learning Experience Template

**March 2019**

#### Using a Career Portfolio (Day 4)
- [https://www.td.org/insights/using-a-career-portfolio](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-oiElOW0j4IJeRrG&index=2&t=0s](https://www.youtube.com/watch?v=0IjuM2VoLgU&list=PLZLjIYAnDLOnahQzT-oiElOW0j4IJeRrG&index=2&t=0s)

#### Portfolio Tutorials Parts 1-6 (Day 5-15)
- [Portfolio Tutorial Part 1: Creating & Sharing Your Google Site](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)
- [Portfolio Tutorial Part 2: Setting up Your Homepage & Picking your Theme](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)
- [Portfolio Tutorial Part 3: Adding Pages & Sub-Pages to Your Google Site](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)
- [Portfolio Tutorial Part 4: Editing the "My Influences" Page](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)
- [Portfolio Tutorial Part 5: Editing the Work Sample Page](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)
- [Portfolio Tutorial Part 6: Adding Work Samples & Publishing Your Site](https://www.youtube.com/watch?v=A0_nQKz3NJE&list=PLOcWbY-VD6cfz62PDiZjxAGTKyVTvAVN&index=2&t=1s)

#### NYS Employability Profile (Day 5-15)

#### Project Time Table(Day 5-15)
- [Student Led Conference Checklist(Day 5-15)](https://www.td.org/insights/using-a-career-portfolio)
- [Response Sheets(Day 17-18)](https://www.td.org/insights/using-a-career-portfolio)
- [Reflection Forms and Self-evaluations (Day 19)](https://www.td.org/insights/using-a-career-portfolio)

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>What will the teacher do?</th>
<th>What will the students do?</th>
<th>How much time for each activity?</th>
</tr>
</thead>
</table>
| Pre-assessment | **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](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. | **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. | **40 min**  
**20 min**  
**10 min**  
**10 min** |
| 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 | **40 min** |
## Middle-level CTE Learning Experience Template

March 2019

<table>
<thead>
<tr>
<th>Procedure for Instruction/Learning Activities</th>
<th>Day3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides students with the link to the ONet Interest Profiler, which will help them identify their Holland Codes.</td>
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<td>Students complete the ONet Interest Profiler to identify their Holland Code.</td>
</tr>
<tr>
<td><a href="https://www.mynextmove.org/exlore/ip">https://www.mynextmove.org/exlore/ip</a></td>
<td>Teacher monitors student progress through the Interest Profiler, and student creation of their Holland Code card.</td>
<td>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).</td>
</tr>
<tr>
<td>Teacher provides a wall space for students to display their Holland Codes.</td>
<td>Teacher provides a wall space for students to display their Holland Codes.</td>
<td>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.</td>
</tr>
<tr>
<td>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?)</td>
<td>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?)</td>
<td>Students participate in summary discussion.</td>
</tr>
<tr>
<td>Day 4</td>
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<td>Day4</td>
</tr>
<tr>
<td>Teacher presents a brief direct instruction lesson on the</td>
<td>Teacher presents a brief direct instruction lesson on the</td>
<td>Students engage in direct instruction lesson</td>
</tr>
<tr>
<td>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.</td>
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<td>Students engage in direct instruction lesson</td>
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<tr>
<td>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.</td>
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<td>Students engage in direct instruction lesson</td>
</tr>
<tr>
<td>speaker ahead of time. Ask other questions that may arise during the presentation.</td>
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<td>Students engage in direct instruction lesson</td>
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### Schedule

- **Day 3**
  - **40min** Direct Instruction Lesson
  - **15min** Individual Holland Code Cards

- **Day 4**
  - **40min** Direct Instruction Lesson
  - **15min** Individual Holland Code Cards

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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

Teacher provides students the link to sample career portfolios, arranged by cluster area https://career.fsu.edu/portfolio/sample-portfolios

Teacher guides students as they look at sample portfolios related to the their identified Holland Code, qualities, and skills. Teacher provides questions to focus students' attention.

Teacher leads a class summary based on the focus questions.

Day 5-15
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.

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

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?

Students participate in the summary discussion.

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.

30min

10min

40min x 11 days

15min
<p>| Day 16 | Teacher models the presentation of the Career Portfolio. Students prepare presentation of their Career Portfolios, following the teacher model. | 40 min |
| Day 17-18 | Students present their Career Portfolios. Students complete feedback forms for their classmates. | 10min |
| | Teacher may invite the HR manager back to class to provide an authentic audience for the Career portfolio presentations. Students practice their presentations with a partner and revise based on partners questions and comments. | 20min |
| | Students follow a teacher-provided project time table and engage in conferences with the teacher as scheduled. | 40min x 2 days |
| | Teacher will provide mini-lessons on each component of the Career Portfolio. | |
| | Teacher will provide a project time table and a student conference schedule. Teacher will monitor individual student progress and provide individual instruction as needed. | |
| | Any documents students produce will be linked or scanned to the Google site e-portfolio they create. | |</p>
<table>
<thead>
<tr>
<th>Day 19</th>
<th>Day 19- Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides students with a reflection form and self-evaluation.</td>
<td>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?</td>
</tr>
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</table>

**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](https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes Career Opportunities</td>
<td>Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.</td>
<td>Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.</td>
<td>Identifies career opportunities to determine requirements.</td>
<td>Unable to identify career opportunities and determine if personally interested.</td>
</tr>
<tr>
<td>Manages Time to Complete Tasks by</td>
<td>Completes work ahead of schedule by creating a plan</td>
<td>Completes work on time by using time management</td>
<td>Completes work on time with reminders and</td>
<td>Rarely completes work on time; fails to use time management skills.</td>
</tr>
<tr>
<td>Deadline</td>
<td>Seeks information on Career Opportunities</td>
<td>Sets and Meets Goals</td>
<td>Reads and Interprets Workplace Documents</td>
<td>Uses Technology to Locate and Evaluate Information</td>
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<tr>
<td>to finish early.</td>
<td>Extensively uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.</td>
<td>Sets measurable goals and action steps to accomplish them.</td>
<td>Reads, interprets, and applies workplace documents correctly and with ease (e.g., instructional manuals, work orders, invoices, memorandums).</td>
<td>Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.</td>
</tr>
<tr>
<td>skills.</td>
<td>Uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.</td>
<td>Defines and meets goals using the strategies.</td>
<td>Reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).</td>
<td>Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.</td>
</tr>
<tr>
<td>supervision.</td>
<td>Makes limited use of reliable sources and personal networks to inquire and locate information on career opportunities.</td>
<td>Defines goals and strategies but has not met goals.</td>
<td>Reads but misinterprets and misapplies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).</td>
<td>Uses popular technology tools to collect and/or communicate information.</td>
</tr>
<tr>
<td></td>
<td>Fails to use reliable sources and personal networks to inquire and locate information on career opportunities.</td>
<td>Has goals but no strategies to achieve them.</td>
<td>Incorrectly reads, interprets, and applies workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).</td>
<td>Attempts to use technology to collect and/or communicate information are ineffective.</td>
</tr>
</tbody>
</table>