

Middle-level CTE
Learning Experience Template
March 2019

Middle-level CTE Learning Experience Title: My Professional Story (Career Portfolio)

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Length of Lesson: 19 days (40 minute periods)

Grade Level: 8

CTE Area: Business and Marketing Education

CTE Theme: Communication9 (t)-6w-t4.2 (em)7.5 (e:P)9(l)1eetc a The

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

- 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)

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=0ljuM2VoLgU&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)

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 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:

30min

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.

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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</p> <p>20min</p> <p>10min</p> <p>40min x 2 days</p> |
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| Differentiation | 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 |
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Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed.
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| Deadline | to finish early. | skills. | supervision. |
| Seeks information on Career Opportunities | Extensively uses a variety of | | |