



Building a Career Portfolio



Session Time: Five, 50-minute sessions

DESIRED RESULTS

ESSENTIAL UNDERSTANDINGS

Develop interest in one or more aviation/aerospace career pathways and learn what is required to pursue future employment in the industry. (EU3)

Understand the importance of professionalism, ethics, and dedication as they relate to all aviation/aerospace operations. (EU4)

Gain essential thought processes and life skills, such as good citizenship, critical thinking, informed decision making, which are useful to all learners, whether or not they eventually pursue a career in aviation. (EU8)

ESSENTIAL QUESTIONS

1. Why is creating a career portfolio an important part of getting the aviation job I want?
2. Is constructing and maintaining a work portfolio worth the effort?

LEARNING GOALS

Students Will Know

- How to monitor and manage educational progress and career planning activities to successfully navigate a path toward a career in aviation /aerospace.

Students Will Be Able To

- *Collect* and *display* evidence that aligns to their likely career path in aviation/aerospace. (DOK-L2)
- *Critique* peers' career portfolios and assess them for relevance. (DOK-L3, L4)

ASSESSMENT EVIDENCE

Warm-up

Students write one paragraph in response to the question, "What is a career portfolio?"

Formative Assessment

Students collect and respond to at least two peer reviews of their portfolios.

Summative Assessment

Students submit their completed portfolios, written reflections, and evidence of learning and growth, as well as the peer review forms.

MATERIALS/RESOURCES

- [Building a Career Portfolio Presentation](#)
- [Building a Career Portfolio Student Activity 1](#)
- [Building a Career Portfolio Student Activity 2](#)
- [Building a Career Portfolio Student Activity 3](#)
- [Building a Career Portfolio Student Activity 4](#)
- [Building a Career Portfolio Student Activity 5](#)
- [Building a Career Portfolio Teaching Aid](#)

Portfolio Materials (each student)

- One three-ring binder
- Divider tabs
- Plastic or vinyl document protectors for storing evidence
- Access to computers, printers and scanners for the creation of portfolio materials

LESSON SUMMARY

Lesson 1: Building a Career Portfolio

This end-of-semester project is designed to be completed in five 50-minute sessions. Due to the nature of project reflection and completion, student work outside of class is recommended to increase overall project quality. In particular, students may need more time to reflect and prepare their portfolios.

Session 1 Introduction to the project, collection, and revision of materials already completed, as well as initial planning for additional documentation

Sessions 2-3 Student reflection and career timeline creation

Session 4 Assembling portfolio, proofreading, beginning peer reviews

Session 5 Completing peer reviews, revising, and completing portfolio

BACKGROUND

This end-of-semester project, “Building a Career Portfolio,” is a personal document that should reflect each student’s goals and individual personality.

For portfolio development to succeed, students must take personal responsibility for developing the portfolio, realizing some work will need to be completed outside the classroom. Students also must realize that the portfolio development will not end when this project is complete. Their portfolios will be works in progress as they grow in skills and experiences throughout their aviation courses.

Students will complete a range of assessments, timelines, and reflections over the course of this project. Each activity is designed to help the students sharpen their thinking about their current skills and future needs as they grow toward their chosen aviation/aerospace careers. Encourage students to take the necessary time to provide thoughtful responses about themselves and as part of the peer review process. Students may need additional time outside class to collect all items for this project.

DIFFERENTIATION

To support goal setting in this lesson, have students set overall goals, as well as smaller goals as steps to reaching them. This will encourage consistent, achievable progress, and help students feel confident in their skills and abilities. When learners create their own goals and make a plan to achieve them, they build their capacity to tackle challenges and be successful.

LEARNING PLAN

ENGAGE

SESSION 1

Teacher Material: [Building a Career Portfolio Presentation](#)

Student Materials: [Building a Career Portfolio Student Activity 1](#), [Building a Career Portfolio Student Activity 2](#)

Slides 1-3: Introduce the topic and learning objectives.

Slide 4: Conduct the **Warm-Up**.

After students have written their warm-up paragraph, ensure they understand that a career portfolio is a selection of a student's work compiled over a period of time and used for assessing performance or progress. It is a personal document that should reflect each student's goals and individual personality.

Score up to 5 points based on completeness and participation.

[DOK-L1; *define, identify*]

Warm-Up

Have students individually write one paragraph in response to the question, "What is a career portfolio?". When students finish, allow for a brief discussion and then collect student work.

EXPLAIN

Teacher Material: [Building a Career Portfolio Presentation](#)

Student Materials: [Building a Career Portfolio Student Activity 1](#), [Building a Career Portfolio Student Activity 2](#)

Slides 5-8: Introduce students to the concept of a career portfolio, including how and when it is used and how it can be adapted to grow with the student's skills and knowledge.

Creating a career portfolio is a good way to consider the skills and accomplishments students need to prepare for an aviation or aerospace career and to showcase what they've achieved so far. The materials in their career portfolios can help them prepare for internships or job interviews, scholarship and college applications, and other steps toward building the career of their choice.

This project will help them create a living document that will grow with them throughout high school. As part of this project, they will have the opportunity to plan for the future and gather information about their achievements. While they should feel free to include information about technical skills they may have developed already, the focus of this project is on the soft skills, such as communications and professionalism, that they have studied in Unit 10. The process of developing the career portfolio will clarify their ideas about a future career and develop milestones and timelines to help them achieve their aviation career-related goals.

Provide students with the **Building a Career Portfolio Student Activity 1** which includes overall instructions and a timeline for the portfolio assignment. **Building a Career Portfolio Student Activity 2** provides a checklist of both required and suggested materials that should be used to construct the career portfolio. Have students begin by collecting and, if necessary, revising the items they already have created for the portfolio. These items should include:

- Mission statement (created in Unit 10, Section A, Lesson 1)
- Personal skills assessment (completed in Unit 10, Section B, Lesson 2)

Students must identify additional evidence for their “educational skills” and “additional achievements.” They can do the planning in class, but the actual work may have to be completed at home so they can look up information such as grades, transcripts, photographs, collecting sample work, or scan other materials such as awards, certifications, and licenses. To help prevent accidental loss and ensure that important documents are kept safe, encourage students to provide copies or print-outs of all evidentiary materials (rather than originals).

EXTEND

SESSIONS 2-3

Student Materials: [Building a Career Portfolio Student Activity 3](#), [Building a Career Portfolio Student Activity 4](#)

Students should complete the “Student Reflection” worksheet (**Building a Career Portfolio Student Activity 3**) and the “Career Development Timeline” (**Building a Career Portfolio Student Activity 4**). They will use these documents to identify relevant examples of their work to include in their career portfolio as well as to identify goals and milestones that will help them to advance their career readiness. Remind students to make their goals specific. They may need to do some online research to help gather details and information about timing.

SESSION 4

Student Material: [Building a Career Portfolio Student Activity 5](#)

Have students assemble their portfolios and finish any incomplete items. Encourage them to be creative, professional, and organized in arranging and presenting their portfolios. Portfolios can reflect each student’s personality and qualities through aspects like choices of background colors, page layout, font, and evidence selected. The portfolio’s primary purpose is to serve as a resource during the application and interview processes.

Students should review all of the materials they gather for their portfolios, revisit the checklist to ensure completeness, and carefully proofread their work.

Conduct the **Formative Assessment** by providing each student copies of **Building a Career Portfolio Student Activity 5**. Each peer review is worth 5 points for a total of 10 points.

[DOK-L3; *assess, critique*]

Formative Assessment

As students complete their portfolios, have students seek at least two peers to review their products using the “Student Portfolio Peer Review” form (**Building a Career Portfolio Student Activity 5**). Reviewers should provide thoughtful, constructive feedback.

EVALUATE

SESSION 5

Teacher Material: [Building a Career Portfolio Teaching Aid](#)
Student Material: [Building a Career Portfolio Student Activity 5](#)

Continue the peer review process until at least two different students have reviewed each portfolio.

Portfolio owners should respond to each peer review using the second part of the “Student Portfolio Peer Review” (**Building a Career Student Activity 5**) form. Students should update their portfolios as appropriate to address peer feedback. Make sure students understand that they do not need to make every change suggested by their peer reviewers, but they should have clear reasons for rejecting proposed changes.

Have students proofread their portfolios one last time before submission.

Ask students to submit their completed portfolios. Use the rubric, **Building a Career Portfolio Teaching Aid**, to assist in the evaluation process.

[DOK-L4; *create, design*]

Evaluate students on the quality and completeness of their portfolios, the thoughtfulness and insightfulness of their responses to assessments, and their responses to and delivery of peer reviews.

Summative Assessment

At the end of the session, students will submit their completed portfolios along with their **Building a Career Portfolio Student Activity 5** forms.

GOING FURTHER

Students can invite parents, school administration, or other notable academic or aviation personnel to a formal presentation or to a “job fair” simulation so each student can practice their presentation and discuss their aviation education and career goals.

STANDARDS ALIGNMENT

NGSS STANDARDS

Three-dimensional Learning

- **HS-ETS1-3** - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
 - Science and Engineering Practices
 - Constructing Explanations and Designing Solutions
 - Disciplinary Core Ideas
 - ETS1.B: Developing Possible Solutions
 - Crosscutting Concepts
 - Influence of Science, Engineering, and Technology on Society and the Natural World

COMMON CORE STATE STANDARDS

- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **SL.9-10.1.C** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **SL.9-10.1.D** - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.
- **WHST.9-10.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9** - Draw evidence from informational texts to support analysis, reflection, and research.

REFERENCES

<https://www.careeronestop.org/WorkerReEmployment/JobSearch/CreateAnEffectiveResume/career-portfolios.aspx>
<https://www.td.org/insights/using-a-career-portfolio>