



Career Portfolio Development



Session Time: One, 50-minute session(s)

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.

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

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

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* career portfolios of their peers. [DOK-L4]
- *Assess* portfolios of peers for completeness according to a rubric. [DOK-L3]

ASSESSMENT EVIDENCE

Warm-up

Students will use a checklist to determine which parts of their career portfolio need to be created or updated.

Formative Assessment

Students will use a rubric to complete a peer review of each other's portfolios.

Summative Assessment

Students will explain in writing how their updated, completed portfolio will reflect their career goals and the next steps toward achieving these goals.

LESSON PREPARATION

MATERIALS/RESOURCES

- [Career Portfolio Development Presentation](#)
- [Career Portfolio Development Updated Checklist](#)
- **Career Portfolio Development: Create a Career Portfolio Packet**
 - [Career Portfolio Development Student Activity 1](#)
 - [Career Portfolio Development Personal Mission Statement](#)
 - [Career Portfolio Development Career Development Timeline](#)
- [Career Portfolio Development Student Activity 2](#)
- [Career Portfolio Development Student Activity 3](#)
- [Career Portfolio Development Rubric](#)

Portfolio Materials (for each student who has not already created a portfolio)

- Three-ring binder
- Tabs (as needed per student based on table of contents)
- Plastic or vinyl sheet protectors
- Access to computers, printers, and scanners for the creation of portfolio materials

LESSON SUMMARY

Lesson 1: Career Portfolio Development

The lesson will begin with a warm-up in which students review a checklist to determine what they need to add to or update in their career portfolio. Students then reflect on how their career goals may have changed since the last time they articulated them in this course.

During the next part of the lesson, students who have not yet created a career portfolio will begin creating one. Other students will complete a peer review activity to give each other feedback regarding their existing portfolio. Students then have the remainder of the lesson to work on their portfolio. This may include digitizing it, researching post-secondary and work-learning options, and identifying possible mentors.

Finally, students will complete a written reflection articulating their career goals, outlining the next steps for achieving these goals, and explaining how their updated, completed portfolio will provide evidence of these goals and next steps.

BACKGROUND

In previous semesters (particularly Grade 9, Lesson 10.C.1, and Grade 10, Lesson 6.A.3), students created and developed portfolios that captured their goals, skills, and experiences relevant to careers in aviation. Students also explored (in Grade 10, Lesson 11.B.2) work-based learning that might give them both professional experience and networking opportunities in the aviation industry.

Career planning is an ongoing process that professionals in aviation/aerospace fields (or any field) engage in so that they are continually reflecting upon their progress toward their career goals. Aviators must also continually determine the required steps to work toward achieving their goals. A career portfolio is one way to keep a record of past accomplishments that may be useful in future endeavors.

In any case, pilots need to constantly assess their goals, articulate where they are in relation to those goals, and identify the steps necessary to achieve those goals. The skills and accomplishments reflected in a career portfolio are applicable to a wide range of careers whether they are aviation-related or not.

Whatever the specific goals and desires, an understanding of one's goals and the actions needed to achieve those goals can assist any person in preparing for success. Having a written plan for personal and professional growth is a crucial step to success.

MISCONCEPTIONS

Students may believe they do not need to document their activities outside of school; however, potential employers, mentors, and teachers will be impressed to see an archive of documentation related to the pursuit of a goal. Having a well-curated space, such as a portfolio, to share this documentation is an important part of professionalism.

A common misconception is that airline pilots are the only professional aviators. In fact, there are a myriad of flying jobs outside of the airlines that require commercial pilots; careers in aviation can be as diverse as pilots themselves. Planning to achieve the goal of becoming a charter pilot, air ambulance pilot, heavy-lift helicopter pilot, etc., is an important process. A career portfolio helps a person maintain a record of their progress toward their aviation/aerospace goal.

DIFFERENTIATION

While this lesson is already highly-differentiated, there are some additional modifications you can make to some of the activities, given the unique goals of each student and the possibility that some students have not yet started a portfolio.

For instance, to further promote engagement and motivation in the **EXPLORE** section of the lesson plan, have students perform a think-pair-share as they answer the questions. Students will still need to think through their own answers, but they may be able to help their partner refine or come up with additional ideas.

To promote teamwork and research skills during the **EXTEND** section of the lesson plan, you may want to place students into small groups so they can further explore the resources noted in slides 10–13. These small groups may be able to report out their findings to the rest of the class, or they may become “in-house experts” that other students can turn to if they have questions.

LEARNING PLAN

ENGAGE

Teacher Material: [Career Portfolio Development Presentation](#)

Student Material: [Career Portfolio Development Updated Checklist](#)

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



Teaching Tips

Remind students to bring their career portfolio to class for this lesson. To save time, encourage students to review their portfolio prior to this lesson, and to consider how they might update and improve their portfolio in light of what they have learned and experienced since. Students who have not yet created a portfolio should be encouraged to think about what they might include in a career portfolio.

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

Warm-Up

Remind students that at the end of Grade 9, they created a career portfolio; they also revised this portfolio midway through Grade 10. Students who started the course later and thus do not have a career

portfolio will begin one in this lesson. Distribute **Career Portfolio Development Updated Checklist**, which is an updated version of the Career Portfolio Checklist from Grades 9 and 10. In addition to the first four tables, which are unchanged from the original checklist, there is a fifth table that lists new components that students might want to add to their portfolio: for example, work-based learning experiences and correspondence with mentors.

Give students about five minutes to review the updated checklist alongside their portfolio.

- Instruct students to mark any components on their checklist that could be added or updated based on their current level of experience.
- Students who have not yet created a portfolio should mark which components they have already created and which components they will need to create for a new portfolio.

As students work, circulate to answer questions as needed.

EXPLORE

Teacher Material: [Career Portfolio Development Presentation](#)

Slide 5: Give students 5–10 minutes to respond in writing to the following questions. When students finish, give volunteers opportunities to share with the class.



Questions

1. What are your current career goals? Have they changed since you first articulated them in this course?
 - a. If so, how will you need to update your career portfolio to reflect your new goals?
 - b. If you don't yet have a career portfolio, what should you include in a portfolio to illustrate your career goals?
2. What next steps can you take that will help you get closer to achieving your career goals?

Students' responses to both questions will vary. There are no correct or incorrect answers, though by now students should have at least one career goal, however vaguely defined. Push students to give concrete responses; remind them that they can always change their mind, but well-defined goals will help them decide the best next steps to take.

EXPLAIN

Teacher Material: [Career Portfolio Development Presentation](#)

Student Materials: Career Portfolio Development: Career Portfolio Packet, [Career Portfolio Development Updated Checklist](#), [Career Portfolio Development Student Activity 2](#), [Career Portfolio Development Rubric](#)

Slide 9: Students should plan to reserve 10–15 minutes at the end of the lesson for the **Summative Assessment (Career Portfolio Development Student Activity 3)**, in which they write a reflection articulating their career goals, outlining the next steps for achieving these goals, and explaining how their updated, completed portfolio will provide evidence of these goals and next steps.

Otherwise, students have the remainder of the lesson to work on their career portfolio. During this limited time, students should focus on adding and updating evidence that reflects their career goals—particularly if these goals have

changed since the portfolio was last worked on. Students may also want to consider one of these longer-term options for improving their portfolio outside of class:

- Create a digital version of their career portfolio (see Slide 10)
- Research colleges, scholarships, and other post-secondary options (see Slide 11)
- Research work-based learning opportunities (see Slide 12)
- Research and/or contact possible mentors (see Slide 13)

As previously noted, students will need to work outside of class to complete any of these options.



Teaching Tips

If students have other ideas for what to work on, they should first get your permission. Consider approving all ideas that are relevant to aviation careers and other post-course goals. The overall purpose is for students to improve their portfolio, based on each individual's needs.

Slide 10: Throughout this course, students have been creating print portfolios, but there are several advantages to digital portfolios. Most importantly, a digital portfolio means you don't have to lug a thick binder with you to every interview and networking opportunity. As long as you have an Internet-connected device, you can access and share your portfolio—whether in-person or from a distance. Another advantage is that you can quickly update digital documents without having to print new copies.

There are two basic options for students who want to digitize their portfolio:

- First, they can upload the components of their portfolio to an online storage site such as Google Drive, iCloud, or Dropbox. Each section of the print portfolio can be stored in a different folder or sub-folder. Consider beginning each file name with a number to ensure each piece of evidence or documentation appears in the correct order.
- Another option is to house their portfolio on a personal website. This article describes six popular website builders, including several free options:
 - <https://career.du.edu/blog/2018/05/03/the-best-6-website-builders-to-create-a-clean-online-portfolio/>

Whichever option students choose, they will need to scan the artifacts in their print portfolio and upload them to their digital portfolio. This video provides a general overview of this process.

- “Digital Portfolio Digitizing Artifacts” (Length 1:55)
<https://video.link/w/ZU9G>

For teachers unable to access Safe YouTube links, the video is also available here: <https://www.youtube.com/watch?v=WhyW9SE430Q>

Slide 11: As 11th-graders, most students are a year away from graduating high school, and they should have started thinking about their plans for after graduation. This may include college—there are a number of websites for helping high school students investigate college options, including this general tool, created by the U.S. Department of Education:

- College Navigator: <https://nces.ed.gov/collegenavigator/>

Additionally, AOPA has created several search tools geared specifically to aviation training and flight schools:

- AOPA Aviation College Directory: <https://www.aopa.org/apps/training-and-safety/learn-to-fly/aviation-colleges/college-directory/index.cfm>

- Find a Flight School: <https://www.aopa.org/learntofly/school/index.cfm>

Once students find a program that looks promising, they should research the entrance requirements. For example, most colleges require an essay as part of the application process; an application essay is an excellent artifact for students to include in their career portfolio. Students should also investigate these questions:

- Whom can I talk to about the program?
 - Is there an administrative office to answer the questions of prospective students?
 - Are there alumni willing to talk about the program?
- Are there important milestones or dates for applying that I must know about?
- Does the program offer scholarships that I can apply for?

Slide 12: In Grade 10, Lesson 11.B.2, students began to explore work-based learning opportunities, including job shadowing, internships, and apprenticeships. Students who completed this lesson should have developed a one-page plan for obtaining a work-based learning experience. Now is an excellent time for students to check-in on this plan and update it as needed:

- If students have followed their plan and obtained a work-based learning experience, they should reflect on their experience and include their reflection as an artifact in their portfolio. They may also begin looking for another work-based learning experience that builds on the skills they have learned this year.
- If students have not obtained a work-based learning experience, they should reflect on the reason(s) why. If they are still interested in work-based learning, they should explore opportunities for work-based learning.

Students who did not complete Lesson 11.B.2 in Grade 10, but who are interested in exploring work-based learning opportunities, should begin by watching this video:

- “Aviation Work Experience” (Length 5:50)
<https://video.link/w/vU7k>

For teachers unable to access Safe YouTube links, the video is also available here: <https://www.youtube.com/watch?v=FvTleeFryLU>

Students may then research possible opportunities in their community. A good starting point is to contact the nearest airport, flight school, or aviation-related supplier or manufacturer. Give students the following advice, from Lesson 11.B.2 in Grade 10:

One of the most-effective strategies is simply to seek out a professional in a particular field, be honest about your interest, and ask that person if they will help you learn about the profession. Even if they cannot accommodate your desire for a work-based learning experience, they might be willing to give you a tour of the facility and answer your questions. Other valuable sources of information and potential opportunities for work-based learning are websites for aviation companies and industry groups, as well as local military bases. (You may need to begin by inquiring with the public affairs office.) Finally, aviation associations may have internship or outreach programs.

Slide 13: A mentor can be any professional who takes an interest in the future prospects of a young or inexperienced person, and who can serve as a role model, a source of advice, or even an advocate. As with work-based learning opportunities, a mentor will generally work in the same area as the aspiring mentee—though technology makes it possible to cultivate and maintain a long-distance relationship. Nevertheless, students looking for a mentor should begin their search in their community.

Students might begin their search for a mentor by brainstorming a list of acquaintances who are connected in some way to the aviation industry—particularly to the fields or career paths that most interest them. From this list, students

might contact the two or three most-promising names to try to schedule an informal conversation about that person's field or career. If the conversation goes well, the professional might suggest next steps for the student—possibly including additional people to talk to. Any of these contacts might develop over time into a mentorship.

EVALUATE

Teacher Materials: [Career Portfolio Development Presentation](#), [Career Portfolio Development Rubric](#)

Student Materials: [Career Portfolio Development Student Activity 3](#)

Slide 14: Conduct the **Summative Assessment**.

Summative Assessment

Distribute **Career Portfolio Development Student Activity 3**. Each student, regardless of the status of their portfolio, should reflect on their current career goals, the next steps for achieving these goals, and the connection between their portfolio and their goals.

There are no correct answers to these questions, but students should respond thoughtfully and substantially to each question. Students will likely still be working on their portfolio, but they should make a tentative plan in response to each question rather than answer simply "I don't know," "I'm still deciding," etc.

[DOK-L2; *collect and display*]

Summative Assessment Scoring Rubric

- Follows assignment instructions
- Postings show evidence of one or more of the following:
 - Knowledge of their career goals
 - Understanding of the next steps for achieving their goals
 - Self-awareness of how to improve and complete their career portfolio
- Contributions show understanding of the concepts covered in the lesson
- Contributions show in-depth thinking including analysis or synthesis of lesson objectives

Points	Performance Levels
9-10	Consistently demonstrates criteria
7-8	Usually demonstrates criteria
5-6	Sometimes demonstrates criteria
0-4	Rarely to never demonstrates criteria

GOING FURTHER

Slide 15: Give students a deadline for completing and submitting their career portfolio. Remind them to review the **Career Portfolio Development Rubric** so they understand how you will assess their work.

STANDARDS ALIGNMENT

COMMON CORE STATE STANDARDS

- **RST.11-12.7** - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- **RST.11-12.9** - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- **WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **WHST.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **WHST.11-12.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **WHST.11-12.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

REFERENCES

- <https://career.du.edu/blog/2018/05/03/the-best-6-website-builders-to-create-a-clean-online-portfolio/>
- “Digital Portfolio Digitizing Artifacts” (Length: 1:55)
 - <https://video.link/w/ZU9G>
- College Navigator: <https://nces.ed.gov/collegenavigator/>
- AOPA Aviation College Directory:
 - <https://www.aopa.org/apps/training-and-safety/learn-to-fly/aviation-colleges/college-directory/index.cfm>
- Find a Flight School: <https://www.aopa.org/learntofly/school/index.cfm>
- “Aviation Work Experience” (Length 5:50)

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