

Unit Title: Building a Digital Portfolio

Grade Level: 9-12

Subject Area: Elective- Career Mentorship Experience

Duration/Length/Number of class periods: 7-8 block periods or self-paced and integrated into the student mentorship experience; Flexible

Description: Following the Personal User Manual project where students examine their strengths, preferences, needs, and skills, students will create a portfolio that they will share with their mentor. In most cases, this will be completed before the student begins the mentorship experience but in cases where a student begins immediately, a student can complete it self-paced through the mentorship experience. Students will write a resume, a professional introduction, select references, determine the best platform and layout for their portfolio, then create the portfolio. All instruction will be available to students in a small group workshop format within the hybrid course as well as available to complete self-paced in the LMS.

This lesson is created to allow broad personalization of this project and lesson to ensure that students are able to create a product that is relevant and authentic to their current goals. Step by step directions will be provided while leaving room for students to build on previous work or personalize the project to their goals. The timeline for the project will remain flexible to allow for students who wish to take a deeper dive or see a greater need to develop their portfolio further.

Established Goals (National, State, Local):

Local

- I will identify how my qualities and values relate to a potential workplace environment.
- I will develop a career portfolio that will assist me in my future goals.
- I will formulate strategies working towards the achievement of my career goals.

What Enduring Understandings are desired?

- You have unique personal strengths, skills, and goals that are an asset to your future goals.
- A portfolio can be both a reflective tool for you to evaluate your progress on meeting your goals and a tool to collect and share valuable evidence of your work.

What Essential Questions will be considered?

Playing with this here https://miro.com/app/board/o9J_l5Ya2yw=

Why do I need a portfolio? What do portfolios in my desired field look like?

What are my current personal strengths, skills, and experiences?

How do I select a reference and ask that person to provide a reference?

How do I introduce myself as a professional compared to a personal introduction?

What are the basic necessities of a resume and what resources will help me continue to build it in the future?

How can I build a portfolio that will assist me in reaching my current career or education goals?

How do I want to continue to grow, what would I like to add to my portfolio in the future?

Students will know/be able to:

Reflect on their personal strengths, skills, and experience (may utilize results of assessments from previous work).

Prepare a professional resume and describe how to keep it relevant and up to date.

Select and create a list of appropriate references.

Obtain a letter of recommendation from an appropriate source.

Write a brief introduction that highlights their skills/experience in a professional manner.

Create a digital portfolio in the platform and format that best supports their current goals.

Reflect on their portfolio to acknowledge their current strengths, skills, and experiences and identify areas for growth to meet their goals.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Intro: Students present Personal User Manuals to Class- Discussion follow-up asks students to think about what a potential employer or educational institution would like to see.				x		x	2
Portfolio Scavenger Hunt				x	x	x	3
Portfolio Goal setting- Students create a checklist to establish criteria for their portfolio. (includes basic requirements they will build on)				x	x	x	1
Students write personal introductions for Portfolio- Instruction provided in two tracks, synchronous small group and asynchronous on LMS.	x				x	x	2
Students write or revise resumes for portfolio - Instruction provided in two tracks, synchronous small group and asynchronous on LMS.	x				x	x	2
Students select references and ask for a letter of reference -	x				x	x	
Students chose 1-2 examples of their best work and draft a description for the portfolio	x				x	x	
Students select a platform and a layout for their portfolio that will meet their current goals.	x				x	x	2,6
Students build portfolios - tutorials and 1-1 support provided	x				x	x	2
Portfolio Peer Review- Students share portfolios with peers in small group sessions and provide feedback based on checklists.	x				x		
Final Portfolio Submitted with self-assessment/reflection- Presented to Mentor		x			x		1,2

Materials, tools and resources:

- Schoology LMS
- Google Suite
- Website Platforms -
 - Wix – Allows for personalization and a quick build basic site.
 - Weebly - Popular with students I am still exploring possibilities with this option
 - Google Sites - easy to access for students and build out in professional-looking blocks. Students should use personal Google Accounts to create websites to retain access.
 - WordPress - WordPress is often more complicated but is a good option for students who want to develop further website development experience or a student who has experience.
- Previously developed instruction for
 - Professional Introduction
 - Resumes - Revision needed
 - References
 - Best work- Revision needed
- Instruction to Develop
 - Why build a portfolio? Give an overview of portfolios and includes a scavenger hunt to find portfolios that may serve the student's goals best. Establishing criteria for the portfolio
 - Building the Digital Portfolio - Planning for design and build-out. Will include Tutorials for building a simple portfolio. *This is what I most hope to come out with ideas for at this conference and I took away some great ideas for creating self-paced tutorials for students using Iorad and Thinglink.*

Unit Plan Author Sara Baird - Owatonna High School

Additional credit given to:

Lesson Plan

Introduction: Takes place after students have presented Personal User Manuals from their previous project. This is presented in person to the whole class.

Discussion: How does your Personal User Manual compare to the information you would want to send a potential employer?

- Does it demonstrate your strengths?
- Does it provide information you may not want to present to create the first impression?
- Does it align with the strengths, skills, and experiences needed to pursue a career or educational path?

Take Away: Some manuals may align to these needs but there are traditional documents and products we can create to demonstrate these better.

The following sections will be presented both in a workshop format and be available to students with videos and step-by-step directions on the LMS. Students come into class with a variety of experience with professional career paperwork and portfolios and instruction is adapted and presented in a pick and choose format to allow students to start where they are.

What is a Portfolio?

Lesson: Overview of portfolios: Present examples of portfolios developed for different purposes.

Assignment: Portfolio Scavenger Hunt: Students examine portfolios provided as well as search for information on other types of portfolios that align to their interests and goals.

Submission: Reflection using prompts on what stood out to the student about the portfolios and what they would like to achieve with their personal portfolio.

Portfolio Criteria Setting

Lesson: Present base criteria for portfolios and examples of tailoring the criteria to the student's specific goals

Assignment: Students use a template to establish criteria for portfolios.

Submission: Criteria

Feedback: Provide feedback on the criteria in written or 1-1 conference format.

Professional Introductions

Lesson: Video or in-class discussion about a professional presentation. Add videos on topics from local business professionals as additional content for students to view

Assignment:

- Student plans image they would like to present and outline items to include.
- Student drafts content
- Gets feedback from peers using the feedback form and revises

Submission: Professional introduction

Feedback: Comments provided on writing or 1-1 conference as needed.

Resumes

Lesson: Resume writing presented in small group format or in a step-by-step process on LMS. Optional templates provided for all students.

Assignment: Students write or revise a resume that aligns with their current career or educational goals. Basic resume criteria are provided on a checklist.

Submission: Resume

Feedback: Comments provided on the resume or in 1-1 conference. Students submit if it does not meet the criteria on the checklist.

References

Lesson - Discussion or video on building a network, who you can count on for references, and how to ask for a reference.

Assignment/Submission: Students submit a list of 2-3 references and a general Letter of Recommendation

Feedback - Provided on reference list if references are related or peers or otherwise not ideal.

Best Work

Assignment: Students brainstorm on best work. 1-1 discussions about what student has done in past during this work.

Submission: Students share images and descriptions of their best work based on a list of questions provided.

Feedback: Suggestions for changes and improvements as needed are provided through comments on work or 1-1 conferences.

Building the Portfolio

Lessons:

- Demonstrate examples of portfolios in Weebly, Google Sites, and Wix.
- Individual or small conferences as needed to discuss each student's needs for their portfolio
- Self-Paced Tutorials provided for creating basic sites in each Platform
- Small-Group Choice Work Sessions to build out sites for each platform students have decided to use.

Assignment: Students build their portfolios to meet the criteria on the checklist they built.

Peer Review

Lesson: Discussion or Video on asking for and providing feedback.

Assignments: Students share links and their checklist + 1-2 specific questions or dilemmas they have about their portfolio. Peer provides feedback in a video response or 1-1 discussion. The student revises as needed.

Submission: Student submits the feedback they received and their final Portfolio.

Feedback: If

Portfolio Reflection

The student uses reflection questions to reflect on their portfolio

Grading Conference

The student presents portfolio in 1-1 conference with the teacher then demonstrates how they met the criteria established on their checklist. Answers questions about their process and decides on grade. This is also an opportunity to discuss what the student would like to add to the portfolio before the end of their mentorship experience and to practice how the portfolio will be presented to his or her mentor.