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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections, and Security |
| **Lesson/Unit Title** | Workplace Portfolios |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (7) The student documents technical knowledge and skills.  (A) The student is expected to update a professional portfolio reflecting items such as work quality and productivity technical skills problem solving creativity and innovation communication skills teamwork and flexibility initiative and self-direction accountability and integrity attendance licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations abstract of technical competencies mastered during the practicum updated and current resume samples of work and evaluation from the practicum supervisor and  (B) The student is expected to present the portfolio to interested stakeholders. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. Define a career portfolio 2. Identify the types of information employers want to see in a candidate’s career portfolio 3. Prepare for post-secondary education, and/or a career, by developing a career portfolio 4. Learn how to use a portfolio to their benefit, how to maintain a portfolio, and what important components should be included in a portfolio |
| **Rationale** | A benefit of using portfolios is to allow the students to engage in a self-reflection of their progress. The portfolio provides an alternative means of displaying skills and accomplishments. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Portfolio**  **Resume’**  **Competencies**  **Transcript**  **Letter of Recommendation**  **Criteria** |
| **Materials/Specialized Equipment Needed** | * Portfolio Guidelines * Student Reflection Sheet * Three-Ring Notebook * Paper protectors * Dividers |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students brainstorm and list attributes they think employers look at or look for in prospective employees. Discuss how the images they post to social networking websites and the email address names they choose can affect their ability to get a job. Show examples, real or created, of social networking websites and/or email addresses that might cause a potential employer to disregard an application. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | Use the Outline and key terms to teach students how to create a portfolio for prospective employers. Have students take notes.   1. Portfolio definition    1. Reflects a student's interests and achievements    2. Exhibits a sample of a student’s work that purposefully represents his or her efforts, progress, and achievements in one or more areas    3. Includes a student’s participation in selecting the contents, the criteria for selection, the criteria for judging merit, and evidence of the student’s self-reflection 2. Student portfolio components    1. Cover sheet – identifies the student    2. Table of contents – listing of entries    3. Letter of Introduction – introduces the student    4. Application – practical exercise that displays "real world skills"    5. Résumé – student qualifications    6. Academic skills – an entry from areas showcasing growth in content and real-world skills, with a reflection sheet for every item    7. Transcript – provides the official record of a student's coursework and testing    8. Letters of recommendation – show how others view a student    9. Special interests and awards – special interests and awards achieved in or outside of school; a vital part of a student's total package 3. Benefits of the portfolio process    1. Students will benefit from tangible proof of their abilities and achievements    2. Intangible benefits come from closer self-assessment    3. Students develop a sense of pride and ownership from collecting their best work    4. A portfolio provides future employers, scholarship committees, or entrance committees additional evaluation tools   IV. Maintaining the portfolio   1. Appearance – neat and clean 2. Update – insert best work 3. Evaluate – reflect on work collected in the portfolio 4. Replacement – insert new work, displaying a greater mastery of skills 5. Teachers are encouraged to be a mentor or wise advisor to the student during the preparation of the portfolio   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students create a portfolio using the Portfolio Guidelines. They will choose a sample of their current work to add to the portfolio and evaluate each entry by completing the Student Reflection Sheet before adding the document to the folder. Inform the students that it is expected they keep the portfolio for the following year.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Portfolio Rubric * Discussion Rubric * Individual Work Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, students will list the components and describe the benefits of a portfolio. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Office of Research, Office of Educational Research, and Improvement (OERI) of the U.S. Department of Education, <http://www.ed.gov/pubs/OR/ConsumerGuides/classuse.html> * Do an Internet search for “Kimeldorf, Martin, Portfolio Library and Selected Works” |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | College and Career Readiness Standards  Cross-Disciplinary Standards  I. Key Cognitive Skills  D. Academic behaviors   1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will create an internet home page for their portfolios. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)