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ABSTRACT

This activity file is geared toward teachers and counselors in order to provide some practical ideas and suggestions for creating career portfolios in K-12. Topics covered include how to begin; examples of sections to include; lesson plans and student checklists; and tools and resources for electronic, paper, and video portfolios. The portfolio process is detailed, with sections on engaging students in learning; teaching the skills students need to reflect on their own learning; allowing students to make appropriate educational choices leading toward a career; documenting student learning that cannot be accomplished through traditional assessment; and encouraging students to set educational and career goals. The planning process is also highlighted, with information specific to schools, teachers, and students. It is suggested that portfolios can be implemented for all grade levels, all disciplines, and all students, whether gifted and talented or special needs. (GCP)

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Career Activity File Career Portfolios K-12

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O – Opportunities

R – Resumé

T – Training Courses, Teamwork

F – Future Plans

O – Organized

L – Leadership, Letter of Application

I – Interpersonal Skills

O – Orderly

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Career Development Month
November 2001

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The Guidance Division of the Oklahoma Department of Career and Technology Education is pleased to provide this *2001 Career Activity File* to teachers and counselors. Although there is no right or wrong way to create a portfolio, this booklet will provide some practical ideas and suggestions.

Topics covered:

- How to begin
- Examples of sections to include
- Lesson plans
- Student checklists
- Tools and resources for electronic, paper, and video portfolios

A starting point to begin the process is to ask each student to complete the “skills” checklist. Students can take these checklists home and enlist support from their parents. These checklists give examples to help students and parents remember what the students have accomplished in the past.

Portfolio Process:

- Engages students in learning.
- Teaches the skills students need to reflect on their own learning.
- Allows students to make appropriate educational choices leading toward a career.
- Documents student learning that cannot be accomplished through traditional assessment.
- Forces students to set educational and career goals.
- Communicates with parents on student’s progress.

Planning Process:

- Establish a portfolio committee.
- Answer questions on pages 4 and 5 for your school.
- Have teachers complete a portfolio.
- Have students complete the checklists.
- Decide if output will be electronic, paper, or video.
- Decide what forms are needed. (Example: If using electronic formats, a Code of Ethics should be signed by students and parents.)
- Train teachers on the components of the portfolio.
- Get teacher feedback on which lessons and class projects can be used to show specific skills. Refer to “How Teachers Can Help” on page 21.
- Decide what items are required for each grade level to complete each year.
- Research what other schools are doing. Refer to “Best Practices” in each level. See pages 30-31, 37-39, and 43-57.

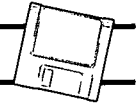
Portfolios can be implemented for all grade levels, all disciplines, and *all* students, whether gifted and talented or special needs. Students get excited about their portfolios. They are always surprised at what learning and skills they can accomplish. Half of the programs receiving Carl Perkins funds are developing portfolios with their students.

Please duplicate and share the enclosed materials with parents, teachers, administrators, and others concerned with career development. You may view our Web site at www.okcareertech.org/guidance to download a copy of this booklet along with new and related information.

Janet Hawkins
1500 West Seventh Avenue
Stillwater, OK 74074-4364
405-743-5123



Career Activity File — Career Portfolios K-12



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Resources:

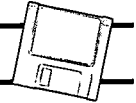
Oklahoma Department of Career and Technology Education, Curriculum and Instructional Materials Center (CIMC)

- *Career Development Activity Book*
 - Elementary – CS1100
 - Middle School – CS1101
 - High School – CS1102
- *Implementing Oklahoma's System of Career Portfolio and Career Passports* – CS9304
- Technology Education, *Career Search* – TE1104

For more information about these resources, contact:

Customer Service Division
Oklahoma Department of *CareerTech*
1500 West Seventh Avenue
Stillwater, OK 74074-4364
1-800-654-4502

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Survey of Human Resource Managers

Interviewers in businesses across the country are increasingly interested in viewing student portfolios to evaluate a prospective employee's work-readiness skills.

A survey completed by human resource managers (HRMs) regarding the use of career portfolios in hiring employees shows that career portfolios are used in evaluating prospective employees.

HRMs responding to the survey said interviewees with career portfolios are perceived as organized, prepared, and trained in the interview process. They went on to describe those using portfolios as conscientious, proud of their work, professional in marketing themselves, and eager to put their skills to use.

Human resource managers reported they use career portfolios to observe what work skills the students have been exposed to; help match skills listed to skills needed; and learn about past experiences, amount of education, leadership ability, and involvement in school. They said a career portfolio makes it easier to evaluate the interviewee in the interview process.

The binder portfolio has been the one most frequently used in interviews, but other methods are gradually being used, including disk, CD-ROM, and video. HRMs suggested students should keep their portfolios updated or start the portfolio process if they had not already done so. Most said portfolios gave interviewees an edge over other applicants.

“A young man came in to fill out an application. Not much attention was given to him until he showed copies of training certificates. Shortly, we had a job open in his trained field, and we hired him.”

— Survey Respondent



Career Portfolios Overview

Are portfolios only for fashion designers, photographers, and artists? No, portfolios are needed for all occupations.

Definition:

Portfolio (pôrt-fô'lē-ō') n.

1. a. A portable case for holding loose papers, photographs, or drawings.
- b. The materials collected in such a case when representative of a person's work.

The American Heritage Dictionary

What is a career portfolio?

A career portfolio is a lifelong student-managed collection of accomplishments that show progress toward career goals.

How does a portfolio benefit students?

- Displays their strengths and abilities.
- Highlights their accomplishments.
- Assists them in planning for the future.
- Helps them select their courses more appropriately.
- Increases their self-esteem by showcasing their accomplishments.

Where will the students store their working portfolio (collection)?

- Pizza boxes
- Accordion files
- Cereal boxes
- Legal size file folder with stapled sides

How can a portfolio be presented?

- Binder
- Scrapbook
- Computer disk
- Zipper case
- CD-ROM
- Video

What does a portfolio tell employers?

That you are:

- Motivated
- Organized
- Self-directed
- Conscientious

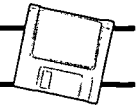
Is it required of all students?

Depends on the discretion of the school district to add it to the list of graduation requirements.

Where could the portfolio be stored?

Binders or computer disks can be placed in:

- Classroom with the student's assigned advisor. Portfolios can be updated during teacher-as-advisor scheduled time.
- Library where students can access them for checkout.
- Student's custody and brought to class as needed.



Career Portfolios Overview (cont.)

When should a portfolio begin?

Portfolios can be started in elementary school to acquaint students and parents with the process.

What possible components (sections) could be added to a portfolio?

Suggestions:

- Title page
- Personal characteristics and/or favorites (color, games, food, etc.)
- Table of contents
- Job-related skills
- Educational skills
- Employability skills
- Career development plans
- Activities, awards, and community services

What should each component (section) contain?

- Table of contents
- Description of samples

What should each sample piece contain?

- Reflection
 - What I learned . . .
 - What I can improve . . .
 - What I would change . . .
 - Why I chose it . . .
 - How I can do better . . .
- Team member(s) names
- Date

What are some challenges in implementing a portfolio?

- Establishing training time for teachers
- Organizing time for students
- Locating storage place
- Deciding to grade or not to grade
- Revising and updating student portfolios

When is the portfolio used?

- During interviews
- Applying for internships
- Applying for scholarships
- Developing/creating a resumé

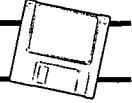


Portfolio Criteria

As the possible components indicate, the **Career Portfolio** is a very flexible document personalized by the individual student. However, several criteria must be met for the system of portfolio development to be successful. The **Career Portfolio** must be:

- **School-Endorsed.** Schools must support the portfolio philosophy and its development process for this system to be successful.
- **Teacher-Supported.** Teachers must provide encouragement, guidance, and support for the process of portfolio development.
- **Student-Managed.** Students must take personal responsibility for the development and maintenance of the portfolio.
- **Representative of Lifelong Learning.** Students must realize that the development of the portfolio will not end with the completion of their program or attainment of their first job. The portfolio will be a work in progress as the student grows in skills and experiences.

Source: *Implementing Oklahoma's System of Career Portfolios and Career Passports*



Portfolio Development Tips

The foundation of developing the **Career Portfolio** is management. The instructor and student should be aware of what items could be included in the portfolio and how they should be selected. Making a plan for each year will help prepare students to complete the portfolio. The following tips will provide guidance:

- **Collecting.** To begin the process of portfolio development, the student can collect items for a *working portfolio*. This working portfolio may include samples of favorite projects or work placed in a large, expandable folder. As work samples increase in number, the student can evaluate them and start selecting favorite pieces to display in the Career Portfolio.
- **Organizing.** The student's portfolio may be organized in a three-ring notebook, pocketfolder, or on a diskette. Schools may wish to provide a customized notebook, folder, or computer-based system for students to use to compile portfolio items. Everything should be neat and organized because this portfolio will provide a first impression of the student's skills. A letter of introduction from the student and/or superintendent or table of contents may assist the reader in reviewing the student's portfolio. The school's telephone number may also be provided so that potential employers can verify student information.
- **Reviewing.** The student can maintain the portfolio by preparing a list of all portfolio pieces. The list should be edited and the portfolio expanded as the student acquires additional skills and accomplishments or improves existing skills. This ongoing review of the Career Portfolio will ensure the relevance and quality of its contents and also keep the student focused on career goals.
- **Updating.** To maintain a high-quality portfolio, the student should review it often and update the contents so that it represents the student's best work. The student will continue to add materials such as awards, certificates, and samples of work. If the student decides a section or piece of the portfolio needs more work, it should be removed, revised, or replaced. The student may wish to make additional copies of portfolio components in case the portfolio is lost.

Source: *Implementing Oklahoma's System of Career Portfolios and Career Passports*



Sample of Student's Instructions for Assembling a Career Portfolio

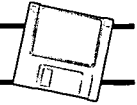
You will organize and manage your own Career Portfolio. You will maintain an electronic copy of your portfolio on a diskette. Store your portfolio diskette in the front pocket of your portfolio folder. It must remain there at all times for random checks by the teacher. A rough draft of each document must be submitted to the teacher for final approval before it is placed in the protective sheet covers. When your teacher initials your sign-off sheet, you may proceed to the next item on the list. Keep your portfolio folder updated at all times after it is completed.

1. You will need to buy the following materials to assemble your Career Portfolio:
Portfolio Folder Black, One-Inch, Three-Ring Binder/Pockets
Dividers (*extra wide*) 8 Sheet Set
Sheet Protectors Minimum of 25
One HD 3½" Diskette
2. All side headings on goals, self-assessment, interests, and aptitude assessments will be **bolded** followed by a colon. Information following these headings should be stated in complete sentences free of grammatical or spelling errors. Begin these documents at the top of the page.
3. The first sheet in your portfolio will be a table of contents.
4. Write the word *Portfolio* and your complete name on the label of your diskette.
5. Label your divider tabs as follows: Career Development Package, Work Samples, Creative Writing, Goals, Self-Assessment, Interests, Aptitude/Assessments, and Certificates and Awards.
6. Only use the front of each page.
7. If you have any questions, ask your instructor.
8. Your portfolio is due _____.
9. "Professional portfolio available upon request" should appear at the bottom of your resumé.

Tips from Seniors:

1. Do not wait until the last minute to print on the color printer.
2. Do not expect an instructor to proofread every word of your portfolio.
3. Do not print your divider pages in color until last.
4. Do not overuse WordArt, color, or clip art.
5. Proofread, proofread, proofread.

Adapted from: Kathy Moffatt, Moore High School, Business and Computer Internship, and Rae Ann Kruse, Meridian Technology Center, Business and Computer Technology.



Forms and Checklists

Career/Employment/Educational Skills

Career portfolios can include many items and a variety of information. The components and items on this page could be included at the elementary, middle/junior high, or high school level. There are no required components — the content of each student's portfolio will vary according to the student's educational/technical experiences and goals. The entire list of items with each component does not need to be included. Duplicate the checklists for the students and add or delete items as desired. Decide what items will be added in each grade level.

Topic	Year	Proof for Portfolio
CAREER DEVELOPMENT		
Plan of Study Support Career Goal		
Resumé Education Work History (paid/unpaid) Awards/Honors Volunteer or Community Service Leadership Activities		
Job Application		
Evaluation from Mock Interview		
Examples of Occupational Research		
Learning Style Assessment and Interpretation		
Notes from Career Speakers		
Career Search Interest Assessment		
Letter of Recommendation		
Summarize Career Day/Fair Experiences		

(Continued on next page)



Topic	Year	Proof for Portfolio
EMPLOYMENT SKILLS		
Evidence of Group Work (Teamwork Skill)		
Interpersonal Skills		
Attendance/Punctuality		
Written and Verbal Communication Skills		
Examples of Critical Thinking and Problem-Solving Skills		
Skills Checklist		
Computer Software with Examples		
Initiative/Dependability		
EDUCATIONAL SKILLS		
Academic skills		
Transcripts		
Photographs, Videos, and Artwork of Class Projects		
Verbal Communication Skills		
Writing Samples (Including Rough Drafts)		
Test Papers with Score		
Samples that Show Improvement		
Test Scores (i.e., ACT, SAT, ASVAB)		
Term Papers		
Report Cards		
Add visual appeal by placing photographs, drawings, brochures, and newspaper articles.		



Job-Related Skills

Mark activities you have done or experiences you have had with an “X” if you have done this once or twice, with an “MX” if you have done this many times. What proof can you show on the items that are marked with “MX”? Write the proof for the portfolio next to the item. Decide which items will be shown in the portfolio.

HOME

SCHOOL

- cut the grass
- repaired furniture
- took care of sick or elderly people
- worked out my own budget
- decorated my room
- changed car or bike tire
- read newspapers and magazines
- helped sell things at a garage sale
- raised animals to be sold
- trained a pet
- collected and studied things like rocks, insects, shells
- sorted mail
- replaced burned-out fuses
- shoveled snow
- repaired a toy
- set the table
- did the laundry and folded clothes
- cleaned my room
- loaded and unloaded dishes
- _____
- _____

- helped a teacher
- worked as office assistant
- wrote for school paper
- sold products for fund-raiser
- ran for school office
- sold tickets for school activity
- made announcements over PA system
- operated AV or computer equipment
- helped construct a float or sets for play
- encouraged others to join a group
- participated in club or sport
- job-shadowed/internship experience
- class projects (i.e., _____)
- _____
- _____



Job-Related Skills

(continued)

NEIGHBORHOOD AND COMMUNITY

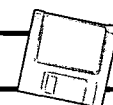
- ___ instructed others in games
- ___ took care of neighbor’s house, plants or pets
- ___ handed out advertising or political notices
- ___ worked on neighborhood improvement project
- ___ visited an older person to cheer him/her
- ___ playground supervisor
- ___ assistant coach
- ___ hospital volunteer
- ___ assistant scout leader
- ___ attended a symphony or concert
- ___ participated in Scouts or 4-H
- ___ non-paid work (i.e., _____)
- ___ _____
- ___ _____

CHURCH

- ___ sang in choir
- ___ planned a church event
- ___ worked in service group
- ___ helped with instruction/services (i.e., Sunday School)

OCCUPATIONAL

- ___ newspaper route
- ___ babysitting
- ___ lawn or yard care
- ___ snow removal
- ___ car washing
- ___ office work
- ___ clerk in store
- ___ stock person
- ___ grocery sacker
- ___ lifeguard
- ___ competency certificates
- ___ progress reports
- ___ customized paint on vehicle
- ___ Web page developer
- ___ blueprint of a house you designed
- ___ _____
- ___ _____



Activities, Awards, and Community Checklist

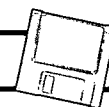
Activity	Year	Activity/ Responsibilities	Leadership Position/ Special Award	Proof for Portfolio (ex. thank-you notes, certificates)
School				
Student Council				
Beta Club				
Honor Society				
Crossing Guard				
Library Assistant				
Conflict Resolution Med.				
Associations (In school)				
TSA				
FCCLA				
FFA				
DECA				
BPA				
FCA				
Theater				
Actor/Actress				
Marketing/Tickets				
Prop Manager				
Set Designer				
Sports				
Tennis				
Basketball				
Football				
Swim				
Soccer				
Dance				
Clubs				
Foreign Language				
Debate				
Chess				

(Continued on next page)



Activities, Awards, and Community Checklist (continued)

Activity	Year	Activity/ Responsibilities	Leadership Position/ Special Award	Proof for Portfolio (ex. thank-you notes, certificates)
Reading				
Native American				
Associations (Outside School)				
4-H				
Girl/Boy Scouts				
Community				
Harvest II				
Bake Sales				
Car Washes				
Collect Clothes for Homeless				
Blood Drive				
Jump-a-Thon				
Church				
Mission Trip				
Chorus				
Youth Group				
Miscellaneous				
Yearbook				
Newspaper				
Homecoming/Prom (ex. decorations, ticket sales)				
Attendance Award				



Community Service Record

Student Name _____ Class of _____

Number of hours of community service completed _____

Type of service or work done _____

Supervisor's Name (please print) _____

Supervisor's Title _____ Organization _____

I certify that the above-named student performed the above-described community service.

Supervisor's Signature _____ Date _____

Note to Supervisor: Please rate the quality of service performed by the above-named student using the scales below.

1. Student presented him or herself in an appropriate manner.

Poor	1	2	3	4	5	Outstanding
------	---	---	---	---	---	-------------

2. The student was on time and ready to work.

Poor	1	2	3	4	5	Outstanding
------	---	---	---	---	---	-------------

3. The student worked hard and stayed on task.

Poor	1	2	3	4	5	Outstanding
------	---	---	---	---	---	-------------

4. The overall level of service performed by this student.

Poor	1	2	3	4	5	Outstanding
------	---	---	---	---	---	-------------

Community Service Coordinator _____ Date _____

*Windsor High School
 Windsor, Vermont
<http://www.state.vt.us/stw/stwbpcareerdevwindsor.html>*



Teacher's Report

Student Note: You must fill in all information above the "boxed area" before giving this form to the teacher.

Student Name _____ Course Title _____
 Teacher _____ School Year _____
 Grade: 9 10 11 12 Semester: 1 2 or Quarter: 1 2 3 4
 (circle one)
 Advisor _____

Teacher: Please place an "X" in the appropriate section.

	Below Average	Average	Good	Very Good	Outstanding	No Judgment
Intellectual Curiosity						
Creativity and Originality						
Achievement						
Self-Discipline						
Perseverance						
Initiative						
Relationship With Others						

(The above is in comparison with the class.)

Comments:

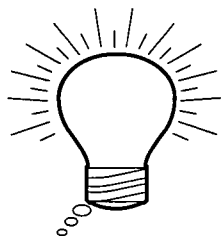
Teacher's Signature _____ Date _____

Annually, a teacher of the student's choosing will complete a Teacher's Report for inclusion in the portfolio. The evaluation is based on a comparison to his/her peers in the class.

Windsor High School
Windsor, Vermont
<http://www.state.vt.us/stw/stwbpcareerdevwindsor.html>

Reflection Starters

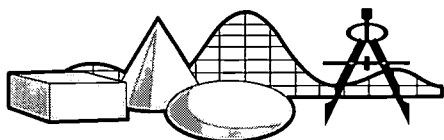
What I learned



I can improve

Why I chose it

What I learned



I can improve

Why I chose it

What I learned

I can improve

Why I chose it

These open-ended statements are to guide the reflections. It is recommended to include reflections on every piece or place in table of contents of each section. If using table of contents, place a title on the original page to refer to.



Timetable

When task is completed, check it off.

Completed

- Freshmen: Teacher’s Report (done annually)
- Activities and Honors Sheet (updated annually)
- Personal Essay
- Community Service Record
- Goal-Setting Activity

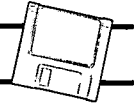
- Sophomores add: Teacher’s Report (done annually)
- Activities and Honors Sheet (updated annually)
- Mock Interview Assessment Form
- Resumé and Cover Letter
- Community Service Record
- Copy of Aptitude Test Results
- Best Work Examples
- Career Fair Certificate

- Juniors add: Teacher’s Report (done annually)
- Activities and Honors Sheet (updated annually)
- Work Experience History
- Interest Inventory from Choices
- Best Work Examples
- Awards (Hartford, Community, etc.)
- Postsecondary Exploration (college visits, reactions)
- Long List of 10 Colleges, Tech Schools, Career Plans
- Career Fair Certificate

- Seniors add: Teacher’s Report (done annually)
- Activities and Honors Sheet (updated annually)
- Final List of Colleges, Tech Schools, or Career Plans

Please remember, while you might want to remind your advisees to complete the forms, it is the responsibility of the student to actually do it. Since the English department seems to get the brunt of the requests for the Teacher’s Report, perhaps you could urge your advisees to contact other teachers and to spread the requests out over the school year.

Windsor High School
Windsor, Vermont
<http://www.state.vt.us/stw/stwbpcareerdevwindsor.html>



Career Report Evaluation

Name _____ Topic _____

REQUIREMENTS	POINTS POSSIBLE	POINTS EARNED
Content:		
Length (3 to 5 pages)	6	
Introduction	6	
Job Area	6	
Training Education and training needed to get a beginning job. Education and training needed to advance in this job.	6	
Employment Outlook Number of workers in Oklahoma Number of workers nationally.	6	
Salary Range Oklahoma Nationally	6	
Necessary Skills Include extent to which this job involves working with people, data, and/or things.	6	
Advancement Possibilities	6	
Stress	6	
Conclusion Features of this job that appeal to me and why. Features of this job that do not appeal to me and why.	6	
Works Cited page — three sources (Internet, <i>Career Search</i> , Magazine)	6	
Format:		
Double-spaced	4	
Correct margins	4	
Page numbers	4	
Widow/Orphan	4	
Hanging indents – Works Cited page	4	
Works Cited page – Alphabetical order	4	
Deadline met	4	
Grammar/Punctuation	(-3 pts each)	
TOTAL POINTS FOR PAPER		

Kathy Moffatt, Moore High School



Grading Sheet

Name _____

Points Earned/Points Possible _____

Section to be Graded

Career Development

Plan of Study (4-6 years)	10
Resumé	10
Job Application	10
Evaluation from Mock Interview	10
Examples of Research on Occupations	10
<i>Oklahoma Career Search</i> Interest Assessment	10

Employment Skills

Evidence of Group Work (teamwork).....	5
Evidence of Attendance (i.e., copy of report card)	5
Examples of Computer Software	10
Written and Verbal Communication Skills Examples	10

Job-Related Skills

Interview from Job Shadow and/or Internship	10
Job Shadowing Observation(s).....	10
Part-Time, Summertime Work (paid or non-paid).....	10
Volunteer Work Examples.....	10

Educational Skills

Two Sample Pages from Each Core Class:	
Test Papers, Papers That Show Improvement	20
Transcripts or Report Card	5
Test Scores (i.e., EXPLORE, PLAN, ASVAB, ACT)	5
Photograph (Artwork or Project)	10

Activities, Awards, and Community

Community Service	Extra Credit
Other (i.e., Sports, Church, Associations, Clubs, Honors, Awards)	10

Format:

Cover	5
Dividers	5
Neatness	5
Grammar/Punctuation	5

Total Points 200

How Teachers Can Help

American Society for Training and the Development of Labor jointly issued a report that identifies skill groups (column headings) that employers want. Many activities completed in school will provide skills for the workplace. The table below shows teachers that lessons and projects they do in the class can be used to show skills learned in the portfolio.

	Learning to Learn	Reading, Writing, & Computation	Listening/ Oral Comm.	Creative Thinking	Problem Solving	Teamwork/ Interpersonal	Personal Mgt.	Organizational Eff./ Leadership
Speak in Front of Class		X	X					X
Class Report	X	X	X	X			X	
Volunteer for School Activity	X		X		X	X	X	X
Class Project	X	X	X	X	X	X		X
Make Informed Decisions			X	X	X	X	X	
Communicate and Explain Your Ideas		X	X			X		X
Meet Deadlines					X	X	X	X



Student-Led Conference

Portfolios During Parent Conference (Suggestions for Elementary)

Four months prior to spring conference, have students:

- Pick papers that show improvement.
- Collect three or four papers in each subject area.
- Job shadow family members, workers in the school, or employees from a business or industry that participates in the Partner in Education (PIE) program.
- Complete an interest inventory.
- Interview a person in an occupation of interest.
- Prepare an example of computer skills they can accomplish.

One month prior to spring conference:

- Periodically role play with students their role in student-led conferences. Students can practice being a parent and a student.
- Provide the students a “conference checklist” to help them remember everything they should cover during the conference. Students are welcomed to share other things that are not on the list.
- Send parents a letter about why you are having the student-led conferences.
- Reserve one-hour blocks of time with parents. Parents come to the class on a staggered schedule, every 20 minutes, to visit with the teacher and student prior to conference.
- Have students list books they have read.
- Have students be prepared to do math problems for parents.
- Prepare parent evaluation.

Day of spring conference:

- Set up tables in each corner of the classroom as conference areas.
- Be prepared to visit with the parent before and after conference.
- Be sure parents return evaluation form.

Conference Checklist

- _____ Introduce your parent to your teacher.
- _____ Take your parent to a conference area.

Tell and show your parents about your:

- _____ Math sheets — demonstrate a problem.
- _____ Books read — show book list.
- _____ Papers from different subjects.
- _____ Job shadow interview page.
- _____ Computer skills.
- _____ Completed interest inventory.
- _____ Written language.
- _____ Report card.
- _____ Share other items not on list. _____
- _____ Ask your parents if they have any questions.
- _____ Let your teacher know you are finished.

_____ Parents' Signature _____ Date

Parent Evaluation Form

1. The conference was worth my time. yes no
 Comments _____
2. The information I received about my child's work was good. yes no
 Comments: _____
3. The best thing about the conference was _____

4. You could improve the conferences by _____

5. Other comments: _____

Thank you for coming.



Elementary Lesson Plan

Activity

Scanning Photos Into Computer

Related Subjects

Language Arts, Careers, Technology

National Career Development Guidelines

Competency VI

Skills to understand and use career information.

Competency IX

Understand how to make decisions.

Suggested Oklahoma P.A.S.S.

Primary and Intermediate Grades

Activities

- Explain what is found in a portfolio.
- Ask what pictures could be taken to add to the portfolio.
- Provide students with digital camera and 35mm cameras, or have students purchase a throw-away camera.
- Show students how to scan pictures into word processing program.
- Show students how to create documents using the pictures.
- Wear occupational clothing of career choice.
- Write a reflection on each topic. Include why it is important for your career interest.

Suggested items to include in portfolio:

- Favorite sport, color, television show, meal, dessert, subject
- Autobiography
- Occupational interest and research

- Book title with summary
- Writing example
- Math example
- Attendance record
- Art samples and description
- Awards and certificates
- Photos of trophies
- Class projects

Optional: Students can add audio recordings to above listed items.

Closure/Evaluation

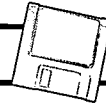
Students will be evaluated on their completed portfolios through the use of scanning pictures and papers into a word processing project.

Materials/Supplies

Computer, scanner. Optional: digital camera, photo-editing software, throw-away camera.

Resources

Web site provides example of an electronic portfolio.
<http://essdack.org/port/index.html>



Elementary Lesson Plan

Activity

Career Development Planning

This activity will help students understand the need for planning and evaluating their interests and achievements. By completing the “Career Development Record” for future use, the students will be able to refer back to the written record and, therefore, remain focused in their career planning.

Related Subject

Language Arts

National Career Development Guideline

Competency XII

Awareness of the Career Planning Process

Suggested Oklahoma P.A.S.S.

Primary Grades

Activities

- Discuss with students the importance of an Individual Career Development Plan.
- Have students discuss the need for the evaluation of personal interests and achievements.
- Discuss with students the need to record their interests and achievements at the elementary grade level and how they can use this information at middle school.
- Help students list their interests and abilities. (You may want to list several examples on the board.)

- Distribute the “Career Development Record” worksheets.
- Collect the completed “Career Development Record” worksheets and place them in the student record folders that will be sent to middle school. (Students will use this information at the middle school.)

Closure/Evaluation

Students will be evaluated on completion of the “Career Development Record” worksheets for future use.

Materials/Supplies

“Career Development Record” worksheet, pen/pencil.

Resources

Career Development Activities, Elementary CS1100
Order by calling 1-800-654-4502.



Career Development Record

Student's Name _____

Grade _____ Date _____

School Subject of Highest Interest _____

School Subject of Lowest Interest _____

Prefers Activities That Are:

Outside _____ Inside _____ Both _____

Usually Prefers Activities That Are:

Very Physically Active _____ Average Physically Active _____

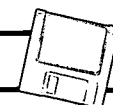
Low Physically Active _____ Sedentary _____

List Your Achievements

List Your Hobbies/Interests

What occupation do you think you would be good at doing? _____

Why? _____



Elementary Lesson Plan

Activity

Building a Skills Portfolio

A portfolio has been traditionally known as a collection of a person's best work. A career portfolio is much the same. This activity will get the students started creating a career portfolio that will demonstrate the attainment of knowledge and skills. They can add to their portfolio throughout their educational journey. For more information about portfolios and possible components, see the Additional Resources section.

Related Subject

English

National Career Development Guideline Competency VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S. Intermediate Grades

Activities

- Lead a class discussion on goals and how they affect one's life. Include discussion on how goals relate to the student portfolio.
- Ask the students to complete the "Portfolio Questionnaire" in this activity.
- Discuss the importance and purpose of the student portfolio. Include discussion on how the students can add to and use this portfolio throughout their education. Discuss how the portfolio can help students

reach their career and personal goals. Remind them that they can replace items in their portfolios when they have better examples to add or if they change their goals and direction.

- Assist the students in setting up their portfolios.
- Have the students gather documentation and place it in their portfolios.

Closure/Evaluation

Students will be evaluated on how well they set up their portfolios, their completed worksheets, and items added to their portfolios.

Materials/Supplies

Implementing Oklahoma's System of Career Portfolios and Career Passports (see Additional Resources for ordering information), binder/folder/other to hold the student's documentation, paper, pen/pencil, "Portfolio Questionnaire"

Additional Resources

- Portfolios allow students to show off their talents and skills. As they develop their portfolios, students learn to monitor and manage their educational progress and career planning activities. Students should take full responsibility for compiling and maintaining their portfolios. One of the main purposes of the student portfolio is to effectively market the student's strengths and skills to potential employers. While there are no



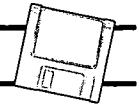
Elementary Lesson Plan
Your Skills Portfolio (continued)

required components for the portfolio, some suggested areas include:

- **Job-related skills** including internships, shadowing experiences, part-time jobs, instructor or mentor evaluations, class projects, photos, or videos of work projects, etc.
 - **Educational skills** including academic skills, technical skills, transcripts, courses taken that relate to goals, test scores, writing or research projects, etc.
 - **Employability skills** including teamwork/interpersonal skills, attendance/punctuality, dependability, critical thinking skills, written and oral communication skills, etc.
 - **Career development plan information** including a resumé, letters of application, letters of reference, six-year plan of study, career assessments/inventories, career and educational goals, etc.
 - **Activities, awards, and community activities** including leadership skills and activities, participation in sports and clubs, awards, hobbies, extracurricular activities, volunteer or service-learning experiences, etc.
- *Implementing Oklahoma's System of Career Portfolios and Career Passports* is available from the Oklahoma Department of Career and Technology Education, 1-800-654-4502 or can be ordered on-line at <www.okcareertech.org/cimc>.

Resources

Career Development Activities, Elementary CS1100
Order by calling 1-800-654-4502.



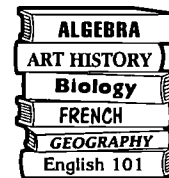
Portfolio Questionnaire

What are your favorite activities and interests?



What are your favorite subjects in school?

In what extracurricular activities do you participate?



What are your goals for the future?

What careers/jobs do you think would help you achieve your goals?



What education/training will you need for your career?

What subjects in school will help you achieve your goals?



What extracurricular activities will help you achieve your goals?





Elementary Best Practices

Title

Frosty Readers

Internet Site: <http://kids-learn.org>

Description

Students read books about a topic. The students will be engaged in a language arts activity that will be showcased on the Web.

Storage

Electronic

Target Grade(s): 1-5

Source/Title: Susan Silverman

School Name/City: Comsewogue School District, New York

Title

Class 1999-2000, Class 1998-1999, and 1997-1998

Internet Site

<http://kids-learn.org>

Description

A class webfolio is presented. Clicking on icons takes you to a picture of the class, information about the teacher, and projects students have completed. Within each section, a list of technology foundation standards are addressed.

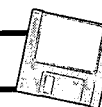
Storage

Electronic

Target Grade(s): 1-5

Source/Title: Susan Silverman

School Name/City: Comsewogue School District, New York



Elementary Best Practices

Title

Hybrid Portfolio-Resumé

Description

In place of an in-depth portfolio project, make a hybrid portfolio-resumé. Fold an 11 x 17-inch paper in half. This results in a brochure-like product with four pages. Place the resumé on the front page and then use the remaining pages for work samples, honors, awards, and information.

Storage

Brochure

Target Grade(s): Any level

Source/Title: Martin Kimeldorf



Video Portfolio

Equipment

Video camera, tape measure, and videotape for each student. Students can purchase their own videotape and decorate its plastic holder.

Examples of Activities or Occasions to Tape

- Videotape each student next to a growth chart to show student’s height. Do this again at the end of the year.
- Have students introduce themselves — name, age, drawing and explanation of family members and pets
- Have students fill in the blanks —
 In school I like _____ best because _____.
 The game or sport I play best is _____.
 My friends think I am good at _____.
 I have learned to do _____ in school.
- Let students explain a project they have recently finished.
- Have students read at different times of the year.
- Recognize students who are “Student of the Week,” and let them explain why they received the award.
- Show helpers while they are working in the class:

Career Cluster

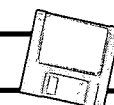
Agriculture
 Business
 Personal Service
 Science and Technology

Job

Water plants in classroom
 Take attendance
 Pass out assignment sheets
 Explain computer usage

- Get students to draw and explain a picture of their occupational interest.
- Videotape students performing in school music and drama programs.

Always have the camera batteries charged to catch those special moments.



Middle School Lesson Plan

Activity

Hobbies Lead to a Business

Related Subjects

Language Arts, Career Technology

National Career Development Guideline Competency VI

Skills to locate, understand, and use career information.

Suggested Oklahoma P.A.S.S.

Grades 5-8

Activities

- Brainstorm lists of hobbies.
- Compile and distribute a list of suggested hobbies that can become a business venture.
- Choose a hobby to research.
- Interview a person that has your hobby.

Provide the following information from your research and personal interview:

Occupation

- Description of occupation
- Skills required
- School courses helpful for this job
- Working conditions
- Average salary
- Advantages of the position
- Disadvantages of the position
- Sources used to complete assignment

Tasks and Duties

Machines, tools, or equipment used
Education/training needed after high school
Employment outlook

- Complete an application form on that hobby/occupation.

Optional: Interest inventories can be used to provide students a list of careers to research rather than hobbies. Include report on researched career in the portfolio.

Closure/Evaluation

Students will be evaluated on researching their hobby/occupation by providing required information.

Materials/Supplies

Access to Internet, computer

Resources

<http://www.altavista.com>
Search for hobbies. It will list hobbies by beginning letter.



Middle School Lesson Plan

Activity

My Special Qualities and Skills

This activity will help students identify characteristics they possess that will help them get a job.

Related Subjects

Health, English

National Career Development Guideline

Competency VII

Knowledge of skills necessary to seek and obtain jobs.

Suggested Oklahoma P.A.S.S.

Grades 6-8

Activities

- Discuss the characteristics and skills employers will be looking for in a job applicant. Be sure to stress the basic employability skills needed for all jobs such as communication skills.
- Have the students complete the “My Special Qualities and Skills” worksheet.
- Discuss the characteristics and skills each student has with the class. Have the students explain how that characteristic will be helpful in getting and keeping a job.
- Ask students to identify jobs where their personal characteristics and skills may be required.

- Brainstorm as a class to add to the list of characteristics and skills that the students listed on their worksheets.
- Discuss how these additional characteristics and skills will be helpful in getting and keeping a job.
- Ask the students to identify all of the personal characteristics and skills that are required on the job and relate how they are now using those same characteristics and skills at school.

Closure/Evaluation

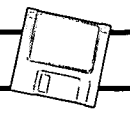
Students will be evaluated on the completeness of their worksheets and class participation.

Materials/Supplies

“My Special Qualities and Skills” worksheet, pen/pencil

Resources

Career Development Activities, Middle/Junior High CS1101
Order by calling 1-800-654-4502.



My Special Qualities and Skills

Name _____

What is a characteristic? A characteristic is a special quality or feature that distinguishes one person or thing from another.

Make a list of all the things that make you special, and then list those that will help you in your career.

Examples:

1. I am seldom late for an appointment. (Characteristic — promptness)
2. I clean up and put things away without being told. (Characteristic — initiative)

What are some of the characteristics you possess?

List the characteristics that are needed to perform job tasks.

Examples:

1. Being at work every day. (Characteristic — dependability)
2. Working successfully with others. (Characteristic — cooperativeness)

List the skills you possess.

Examples: Good cook, mechanical ability, problem solver

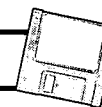


What jobs have you held (babysitting; lawn care, paper route, etc.)?

What skills did you need to be successful in your job?

Name at least one skill you wish you had and why.

Identify where or how you could develop that skill.



Middle School Best Practices

Title

The Relationship Between Student Learning and Future Careers

Internet Site

<http://www.uwplatt.edu/~ceya/96projects/IOLA/I.html>
(Use lower case and capital letters as indicated.)

Description

Teachers wanted to make students aware of the relationship between what they learn and their future career plans. Staff members meet to design a career portfolio, develop a plan of action for informing staff members and parents (parent letter included at site), and decide on the portfolio's contents. A timeline shows when the steps were implemented.

Storage

Folder

Implementation Strategies

Math, science, social studies, and language arts teachers will develop one unit each that illustrates how topics covered in class relate to the work world. Parents and other employees of the community will be used as career speakers and job shadowing experiences.

The sixth-grade students will work with their science teacher, the seventh graders with their language arts teacher, and the eighth graders with their math teacher.

Evaluation

Who: parents, principal and teachers
How: surveys given at parent/teacher conferences and staff meetings
When: ongoing process

Target Grade(s): 6-8

Source/Title: Robin Tomski, Counselor

School Name/City: Iola – Scandinavia Middle School, Iola, Wisconsin



Middle School Best Practices

Title

Career Exploration Yields Community Education (CEYCE)

Internet Site

<http://southpoint.k12.oh.us/techinfo.htm>

Description

Career Exploration Yields Community Education (CEYCE) is an electronic career portfolio program. Each year students in Grades 6, 7, and 8 explore a minimum of three career options. Students are teamed with a teacher/mentor who is available for guidance. Through this research, students gain a more focused view of classes needed for high school. Students interview people in their chosen career and research facts about the career, using the media center. Students become aware of the academic skills needed for their chosen careers.

Storage

Electronic

What is included in the portfolio?

Writing samples, multimedia projects, and research findings
Career definitions
Oriented goals

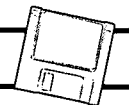
Suggestion of lessons covered

Introductory-level technology for students and staff

Target Grade(s): 6-8

Source/Title: Bill Morrison

School Name/City: South Point Middle School, Ohio



Middle School Best Practices

Title

Managing Your Student Education/Career Portfolio

Description

All students in the Grand Forks Vocational Technical Consortium are required to manage a “Student Education/Career Portfolio” covering their middle school through high school years.

In sixth grade, the students begin the portfolio process. Student booklets and results of activities from the yearly Education/Career Planning Units are kept in each portfolio. The portfolios have a separate leaflet on which the students each year record their honors/awards, achievements, volunteer activities, and work experience. Specific test scores and assessment labels are attached to the back of the leaflet by the school counselor. In the eighth-grade unit, students are assisted in making a four-year plan of high school classes. This plan is then penciled in on the fourth page of the leaflet. Changes in a student’s four-year plan are recorded as they occur. Portfolios are used annually by the counselors to assist students during the registration process.

The summary page is a quick reference for the student, parent(s), guardian(s), and counselors. It is printed on heavy stock paper so that it’s easy to access. Each year the students summarize the key points from the unit, such as Multiple Intelligence Strengths from the seventh-grade unit.

Storage

Folder

Comments: Additional suggestions for those just starting.

In addition to the portfolio’s annual review and student-entered additions, the portfolio is shared with parent(s)/guardian(s) during the Student Education Career Planning Conferences for Grades 7, 9, 10, and 12. The portfolios are stored in the counselor’s office until the student transfers or graduates from high school.

Target Grade(s): 6-12

Source/Title: Debbie Cronin

School Name/City: Grand Forks Vocational Technical Consortium
Grand Forks, North Dakota



High School Lesson Plan

Activity

Checklist of Experience

The student will examine personal traits needed for job success in a variety of jobs.

Related Subject

Careers

National Career Development Guideline Competency IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S.

Grades 9-12

Activities

- Students will indicate on a checklist their extensive variety of work-related activities and experiences. They will then use the checklist to make a list of occupations that require their work-related activities or experiences.
- Distribute the “Job-Related Skills” handout to students.
- Discuss with students work-related activities and experiences.
- Have students complete the checklist.
- Have students research an occupation and list skills they could acquire to prepare for this occupation.
- Discuss in class how skills learned can be transferred to job experience. Ask students to explain how this is an asset when applying for a job.

Closure/Evaluation

Students will have identified activities and experiences that helped them develop skills they will use on the job. Students will be evaluated by their ability to relate the skills learned to specific occupations.

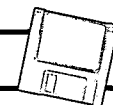
Materials/Supplies

“Job-Related Skills” handout, pen/pencil, *Career Search*, and resource materials for research. Information obtained from previous occupation research may be used.

Please refer to pages 11 and 12 for “Job-Related Skills” worksheet to use with this lesson.

Resources

Career Development Activities, Mid-High/High School CS1102
Order by calling 1-800-654-4502.



High School Lesson Plan

Activity

Portfolio Under Construction

The student will examine personal traits needed for job success in a variety of jobs.

Related Subject

Any Subject

National Career Development Guidelines

Competency IV

Understand the relationship between educational achievement and career planning.

Competency IX

Skills to make decisions.

Suggested Oklahoma P.A.S.S.

Grades 9-12

Activities

- Ask students to brainstorm occupations that use a portfolio (example: artist, photographer).
- Discuss why these occupations use portfolios and how the portfolios are beneficial.
- Provide students a list of topics to include in a portfolio. (Examples are listed below.)

Career Development

- Resumé
- Application
- Plan of Study (list of required and elective courses to take each year)

Educational Skills — Work that shows growth in each subject

- Math
- Writing
- Reading
- Oral Presentation
- Other _____

Activities, Awards, and Community Service

- Community Service/Volunteering
- Clubs
- Sports
- Certificates

Job-Related Skills

- Job shadow experience
- Paid and non-paid work experience
- Students create a cover, table of contents, and section pages for their binder.
- Students present their portfolios to a small group of students. Use their feedback to refine portfolio.
- Students write a reflection on work and projects to show what they learned and how it will benefit them in the workplace.

Closure/Evaluation

Students will be evaluated on their completed portfolios including the required topics contained within them.

Materials/Supplies

1-2" binder
computer
printer



Use the information you have learned about yourself from the various lessons to complete this plan of action. Place completed form in the Career Development section of the portfolio.

Plan of Action Form (Grades 6-12)

Student Name _____ Date _____

Career Goal _____

I. School subjects helpful in preparing for this occupation.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

II. Educational/training plan	YES	NO
A. Attend four-year college/university	_____	_____
B. Attend two-year college	_____	_____
C. Pursue technical/special career training	_____	_____
D. Enter armed services	_____	_____
E. Secure employment after graduation	_____	_____
F. Secure employment but not graduate	_____	_____

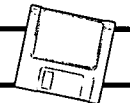
III. Skills to obtain in reaching goal

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

IV. Develop timeline for obtaining goal

- A. (Short-term goal) What can I do this year?
 Skills _____
 Education/Training _____
- C. What can I do in high school?
 Skills _____
 Education/Training _____
- E. (Long-term goal) What can I do after high school?
 Skills _____
 Education/Training _____

Source: *Technology Education* TE3104



High School Best Practices

Title

Science Portfolios

Internet Site

<http://www.auroraok.org>

Click on “find a lesson.” Search for portfolio.

Description

Students put together a portfolio for the second, third, and fourth nine weeks. Each nine weeks, students will add work samples to their portfolios. A certain number of items are due every two weeks. This site has lesson guides for teachers, students, and parents. Each lesson incorporates Oklahoma P.A.S.S. standards. A rubric is available within the teacher’s guide that assesses students on completeness, neatness, accuracy, and relevancy.

Storage

Binder

What is included in the table of contents?

Each portfolio item can be done only once.

1. Data table.
2. Graph instructions.
3. Diagram of activity setup.
4. Diagram from a book that helps you to understand a concept better.
5. Scientist’s biography. (Example: Write a short report on a scientist who was somehow involved in a concept that was covered in class. Include name of scientist, birthplace, contributions, bibliography of two sources. Write a relevancy paragraph relating this item to class activities and/or real life.)
6. Current scientific event that involves the discovery or development of something new in science.
7. Activity or unit questions.
8. Research cards.
9. Concept map (only done when a topic or unit is completed).
10. Fact link.
11. Practical application.
12. Vocabulary list.
13. Poster.
14. Magazine article from an older resource.

(continued on next page)



**High School Best Practices
Science Portfolios (cont.)**

15. Speaker information.
16. PowerPoint presentation. (Example: Your presentation must relate to the current topic being discussed in class. Include at least six slides in your presentation. The last slide should indicate the relevancy of the presentation to class activities and/or real life. Print a copy for your portfolio.)
17. Demonstration.
18. Bulletin board.
19. Artwork.
20. Creative writing.
21. Video.
22. Career interview.
23. Model (plain text).
24. Television show review.
25. Movie review.

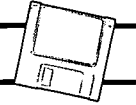
What does each sample piece contain (i.e., date, reflection)?

All portfolio items must include a relevancy paragraph explaining how that item relates to what has been covered in class.

Target Grade(s): 8-12

Source/Title: Beth Richert, Science Teacher

School Name/City: Aurora Learning Community



High School Best Practices

Title

Career Portfolio Contents

Storage

Binder

What is included in the table of contents?

Cover page; job-related skills; educational skills; employability skills; career development plan; activities, awards, and community service.

What does each component/section contain?

Job-Related Skills — internships/shadowing, mentor evaluations, competency certificates.

Educational Skills — transcripts, ACT results, courses taken that relate to career goals.

Employability Skills — teamwork/interpersonal skills, written and verbal communication, critical thinking/problem solving.

Career Development Plan — resumé, letters of reference, plan of study, career assessments, career and educational goals.

Activities, Awards, and Community Service — leadership activities, sports, clubs, hobbies, extracurricular activities, awards, volunteer service.

What does a sample piece contain?

Date, short summary/reflection about experience/opportunity – written by student.

Suggestion of lessons covered

We teach students how to do everything in the portfolio by using the *Career Orientation* curriculum – contact Resale Division, ODCTE, 1-800-654-4502.

Pathfinders – see State Textbook List.

Through the Jungle – contact Resale Division, ODCTE, 1-800-654-4502.

Implementing Oklahoma's System of Career Portfolios and Career Passports – contact Resale Division, ODCTE, 1-800-654-4502.

Comments: Additional suggestions for those just starting.

High school students have access to a folder in the counselor's office where they can keep portfolio materials until they are seniors. During their senior year, they put together their career portfolio. I work very closely with the senior English teacher and the counselor to help all seniors put together a portfolio. Our seniors say the portfolios are helpful when they start working on college/postsecondary admissions and scholarships. Some seniors also take their portfolio with them to college interviews, and we have had positive responses from the postsecondary institutions about the student portfolios.

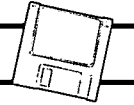


***High School Best Practices
Career Portfolio Contents (cont.)***

Target Grade(s): 9-12

Source/Title: Donna Lindly, FACS Teacher

School Name/City: Wright City High School, Wright City, Oklahoma



High School Best Practices

Title

Portfolios for Technology Center Students

Description

All eighth- and tenth-grade students who attend the technology center begin the portfolio process in the eighth grade with career assessments and career plans. Teachers and school-to-work coordinators work with students on career reports and job shadowing experiences through high school. Parents of eighth-grade students are invited to school at the end of the year to see their child's portfolio and class schedule for the ninth grade. Students update their portfolio each year.

All eighth-grade students attend a Career Day where they are matched with career mentors, view two program classes, and hear a speaker. The career counselor returns to each school and works with tenth-grade students on resumés, applications, career letters, and mock interviews.

Storage

Binder

What is included in the table of contents?

Career Assessment(s); Career Plan; Class Schedule (Grades 9-12); Extracurricular Activities; Resumé; References; Internet Resources; Career Reports, Information, Sources; Interviews; Apprenticeship/Career Shadowing Experiences; Technical Skills and Certificates; Writing Samples; Photographs, Artwork, and Class Projects.

Comments: Additional suggestions for those just starting.

Make it as simple as possible. Be sure to have students take responsibility for their own portfolios.

Target Grade(s): 9-12

Source/Title: Linda Fay, Career Counselor

School Name/City: Canadian Valley Technology Center, Chickasha, Oklahoma



High School Best Practices

Title

Resumé example, outline of standards, timeline by week

Internet Site:

<http://www.mehs.educ.state.ak.us/portfolios/portfolio2.html>

Description

Provides an example of a resumé, parent publication approval form, and school publication approval form.

Internet Site:

<http://www.mehs.educ.state.ak.us/guidelines/publishing.html>

Description

Provides an outline of standards that must be followed when composing HTML documents that will be published on the school's Web server.

Internet Site:

<http://www.mehs.educ.state.ak.us/2000/timeline.html>

Description

Provides a weekly timeline of what components are due for student portfolios.

Internet Site:

<http://www.mehs.educ.state.ak.us/portfolios/portfolio.html>

Description:

Shows examples of actual portfolios that have been completed, evaluated, and published.

Storage

Electronic

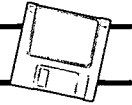
<http://www.mehs.educ.state.ak.us/portfolios/portfoliosoftware.html>

Shows samples of software supporting creation of digital or electronic portfolios.

What is included in the portfolio?

1. A personal cover page.
2. An annotated table of contents.

Each item in the table of contents has a short explanation or description of the sample that explains your reason for including it in your portfolio. (What skills, growth, capabilities, and/or accomplishments does the work represent?)



3. A personal statement.

This is your introduction, and it can also be used as an application “essay” for colleges or scholarships (can include career aspirations, community service and volunteering, leadership and teamwork experiences, and leisure activities).

4. A resumé.

5. Transcripts (optional).

6. Letters of reference.

7. A minimum of eight samples representing at least four different academic subject areas. Each sample should include a brief reflection on its significance.

8. A minimum of two articles, newspaper clippings, certificates, photographs, or other evidence of two different nonacademic activities. This may include sports, family, culture, clubs or organizations, jobs, community service, or hobbies.

Each piece should include a brief introductory statement to tell its significance.

Baseline Requirements — electronic

1. All original artwork; this includes backgrounds, photos, and graphics.

2. A custom header developed in Photoshop.

3. One quicktime, audio or video file.

What does each sample piece contain (i.e., date, reflection)?

Where the project was done (its context).

Why the project was done (its purpose).

What learning experiences were accomplished (learning demonstrated).

Suggestion of lessons covered

A unit on Elements of Graphic Design.

Target Grade(s): High School

Source/Title: Todd Bergman, Quality Coordinator, Webmaster

School Name/City: Mount Edgecumbe High School, Arkansas



High School Best Practices

Title

High School Graduation Portfolio

Internet Site

<http://harrisonhs.harrison.k12.co.us/>
Click on departments; locate portfolios.

Description

In the Harrison School District, the High School Graduation Portfolio assists students in identifying key skills and sharing these skills through college applications and job interviews. The portfolio indicates that graduates have mastered the skills necessary to move successfully from high school to continued education or the world of work. The required skills have been incorporated into 3½ years of courses. Each student receives the portfolio requirements with detailed information and rubrics for the students to follow. All completed validation forms are submitted to the portfolio director.

Storage

Binder

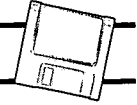
What is included in the portfolio?

1. Written Resumé
2. Letter of Application
3. Two Book Reports
4. Writing Assessment Proficiency
5. Reading-Level Proficiency
6. Practical Application of Mathematics
7. Computer Literacy
8. Description of a Scientific Experiment
9. Two Letters of Recommendation
10. American Studies Research Paper
11. Geography and Civics Exams
12. Employability Attributes
13. 20 Hours of Community Service
14. Health Awareness – 2 of 5 Items
15. Exit Interview

Appendix

(Additional information can be added to the portfolio if applicable.)

- Awards, Honors, and Distinction Record
- Special Projects
- Additional Information



What does each component/section contain?

Examples of items 4, 7, and 12:

Writing Assessment — This assessment is the same as given by the state. It is offered three times during the school year. Scoring criteria are given to the student along with writing examples.

Computer Literacy — Students are required to complete certain classes or demonstrate performance skills. A staff member validates the student's ability by signing off on the computer literacy form.

Employability Attributes — Students can meet this validation by

- completing specific courses,
- taking a test, or
- 60 hours of continuous employment.

Comments: Additional suggestions for those just starting.

- Special education students may be exempted from any/or all of the portfolio requirements if the specific requirements are listed on the student's IEP. The special education faculty notifies the student's counselor on the exemptions.
- An elective portfolio class without credit provides help for students who have not completed the portfolio requirements. All senior transfer students take this class.
- The portfolio management system is kept on a computer and integrated into the district's report card and transcript system.

Target Grade(s): 9-12

Source/Title: Butch Thorpe, Portfolio Director
<http://harrisonhs.harrison.k12.co.us/>
Click on staff directory; locate portfolios.

School Name/City: Harrison High School, Colorado Springs, Colorado



High School Best Practices

Title

Portfolio Clinics

Description

Portfolio clinics are scheduled according to the technical instructor's preference as to number of sessions, length of sessions, dates, times, and location (in the classroom or the Career Center). Typically, the sessions include the following:

Session 1: Who You Gonna Call? The Job Search

Students use a variety of resources to compile a list of 20 potential employers, with addresses, phone numbers, managers' names, etc., in students' area of study.

Session 2: This is a Test and Only a Test: Completing Applications

Students complete a sample application in ink. Students are asked to determine what information potential employers can acquire from this form. (Why do they ask the things that they ask? Why would employers insist you complete the form there?)

Session 3: Your Outstanding Chance to Stand Out: Formatting Resumés, Letters of Application, and Follow-up

Using Word, students compose a professionally formatted resumé and a minimum of two standard business letters printed on quality paper. Advanced students create an ASCII resumé to post on-line and conduct an on-line job search.

Session 4: "Why Should I Hire You?" Clues for Interviews

Students discuss Dos and Don'ts for successful interviews and learn the stages (greeting, answering questions, asking questions, ending), types of interviews (relaxed, structured, stress), how to dress, and what to bring.

Session 5: Show Me: Portfolio Development

Students arrange academic and career-related documentation in their binders with a student-designed cover, table of contents, and divider pages. Advanced students create a multimedia PowerPoint portfolio and presentation and rehearse delivery. Students learn image is a managed function and that their portfolio should reflect their knowledge of industry's expectations.

Session 6: The Real World: Interviews with Industry Guests

Students have the opportunity to participate in a practice interview with an employer(s) in their field. Students dress appropriately, use their portfolios and accompanying documents, and rehearse answers to commonly asked questions.

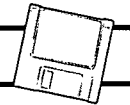
Storage

Binder

Electronic — PowerPoint and Word

What is included in the table of contents?

Career Plan, Job Skills, Academic Skills, Teamwork/Leadership Skills, Other Related Skills



What does each component/section contain?

- Career Plan— resumé, sample application, transcripts, test scores, attendance records, goal statement paragraph, interest inventories, and aptitude results
- Job Skills — competency ratings, performance reviews, photos of projects or samples of work, letters of reference from previous employers, job skill awards and certificates, job skills competition results, job shadowing, and work-study experience
- Academic Skills — awards and honors, scholarships, letters of recommendation from academic teachers, samples of professional writing skills (business letters), results of academic competitions
- Teamwork/Leadership Skills — participation in athletics, fine arts, community service projects, clubs and organizations (may take the form of narratives, news articles, photos, awards, offices held, etc.)
- Other Related Skills — job skills outside the student's career area

What does each sample piece contain (i.e., date, reflection)?

Items are not dated nor do students write reflections other than a caption for a photo. The binder is arranged by order of importance and then by reverse chronology within each section. Although helpful guidelines are provided, each binder reflects the individuality of that student.

Suggestions of lessons covered: See topics of six sessions on previous page.

Comments: Additional suggestions for those just starting.

Portfolio clinics require advance preparation. Devising a schedule to accommodate all technical instructors is a challenge. Materials to gather in advance are binders, document sleeves, resumé paper, tabs, phone books, classified ads, and sample applications. (I have developed a portfolio of my career to use as an example.) I also take a digital camera around to the programs to get photos of work samples or community service projects. A good introductory video is “Get the Job” (20 min.) from Syndistar (1-800-841-9532 or www.syndistar.com). Any items included in any section should be no older than freshman year for secondary students or within the last 10 years for postsecondary. Remember to send a thank-you card to the industry representatives who helped and write a press release mentioning them by name. Students enjoy being creative with this activity and gain a heightened sense of pride and confidence in their abilities once they have cataloged all their accomplishments. We have the clinics every year and have had good responses each time.

Target Grade(s): 11-Adult

Source/Title: Sandy Babcock, Communications Instructor

School Name/City: Southern Oklahoma Technology Center, Ardmore



High School Best Practices

Title

Exploring Personal Interests

Internet Site

<http://sccis.org/main/educators/lessonplans2.htm>

Description

This site provides the tools for students to explore their personal interests, research occupations, interview people, job shadow workers, and explore summer camps and internships. There are 16 lesson plans based on 45-minute classes. An innovative way of teaching the course is to involve e-mail mentors. Tasks for e-mail mentors have been developed that correspond to the lesson plans. (<http://sccis.org/main/educators/emailmentors.htm>)

Storage

Binder

What is included in the table of contents?

Personal Self-Assessment, Activities (School and Community), Academic Achievement, Career Research and Experience

What does each component/section contain?

Personal Self-Assessment — Occupational self-assessment survey results, written autobiography, personal career journal, results of interest and personality surveys

Activities (School and Community) — List and description of school activities (clubs, sports), awards of any kind, letters from teachers or civic leaders regarding your activities, description of any community service/volunteer projects

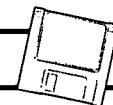
Academic Achievement — Results of standardized tests, selected examples of best work, letter from teacher on academic achievement, report cards

Career Research and Experience — Descriptions of careers and occupations from Department of Labor; material from professional associations of the careers researched; interview results from “Been There, Done That” interview guide; results of job shadows; certificate from career or academic summer camps attended; letters from mentors of any job shadows, internship, or volunteer work

Target Grade(s): 9-12

Source/Title: Linda Rhodes

School Name/City: South Central Pennsylvania Career Information System



High School Best Practices

Title

Building Your Portfolio

Internet Site

http://www.okcareertech.org/be_folder/portfoli.htm

Description

A blank shell of a portfolio is available at this Internet site. Students place all their information on a disk, then make a copy for the binder.

Internet Site

<http://www.explore.cornell.edu/newcareerzone/myportfolio>

Description

Students build their portfolio on this Internet site. Areas include Annual Review; Skills Checklist; School Classes; My Interests, Talents, and Abilities; Areas for Growth; Explore Careers; Community Service; Work Experience; Future Goals and Dreams. Click on "New User." Fill in each area that has an asterisk.* You must remember user name and password to return to this site.

Storage

Electronic and Binder

What is included in the table of contents?

Authenticity Page, Career Development Package, Work Samples, Creative Writing, Goals, Self-Assessments, Interests, Aptitude/Assessments, Honors and Awards

What does each component/section contain?

Career Development Package:

Employment Application
Cover Letter
Resumé
Letters of Recommendation
Follow-Up Letter
Copy of Social Security Card
Copy of Driver's License
Creative Writing:
Career Research Report

Aptitude/Assessment:

High School Transcript
ACT Score
SAT Score

Honors and Awards:

Academic
Sports
Clubs and Organizations
Outside of School Recognitions

(Continued on next page)



***High School Best Practices
Building Your Portfolio (continued)***

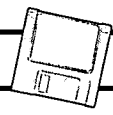
Comments: Additional suggestions for those just starting.

Students research a career of their choice and then create their individual portfolios as though they were applying for a job in that field.

Target Grade(s): High School

Source/Title: Kathy Moffatt, Business and Information Technology Education Teacher

School Name/City: Moore High School, Moore, Oklahoma



High School Best Practices

Title

Exit Interview for Seniors

Description

Seniors prepare a portfolio to show during an exit interview. In their interviews, students are rated on appearance, introduction, portfolio content, eye contact, and handshake. Each student receives a certificate of completion signed by the principal and senior sponsor.

Storage

Binder

What is included in the table of contents?

Employability Development

Personal Management

Transcript

Community Service

Outside Activities

Bibliography

(Books, magazines, and journals student has read.)

Interview Form

Certificate of Completion

Academic Accomplishments

Teamwork

Special Awards

Clubs and Organizations

Work Experience

References

Resumé

Senior Interview Questions

Senior Questionnaire

Target Grade(s): 12

Source/Title: Margaret Pennington, Teacher

School Name/City: Tulsa Central, Tulsa, Oklahoma



TrackStar Lessons

Internet Lesson Plans

TrackStar is a free service provided by the South Central Regional Technology in Education Consortium (SCR*TEC) that allows you to create on-line laps, or “tracks,” to guide students through existing Web pages. This site has hundreds of TrackStar lessons already created for your use.
<http://trackstar.hprtec.org/>

Track ID: 18283 (Click on View in Text.)

Grade(s): 9-12

Track Description

This track allows students to investigate possible careers in depth. Students will be able to prepare resumés, cover letters, and other necessary forms for employment. This track will allow students to develop Internet skills and use problem-solving and decision-making skills to gain employment.

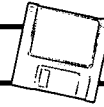
Track ID: 2582 (Click on View in Text.)

Grade(s): 5-9

Track Description

This track is aimed at middle school students. It can be used in an interdisciplinary career and business exploration unit. Students will take a self-assessment to determine interests and possible careers that they may be interested in researching. Students will research salary and working conditions of different careers.

(Corrections: Delete the first site of Trade ID: 2582 — no longer working. Change #13 Web address to read <http://10steps.careerpathsonline.com/>.)



Electronic Portfolio Information

Two advantages of using electronic portfolios are:

- A large amount of information can be stored on network or disk.
- Students learn to use technology as a communication tool.

Background Information on Electronic Portfolios

Internet Site: <http://www.auroraok.org>

Click on “Find a Lesson.” Type “Portfolio” in search box.

Title

How to Create an Electronic Portfolio

Description

This site provides an overview for planning, creating, and completing the portfolio. It lists required resources and Internet sites for sound, graphics, and multimedia enhancements. It provides an overview of getting started.

Internet Site: <http://electronicportfolios.com/portfolios.html>

Description

Dr. Barrett provides training and consulting for the development of electronic portfolios. She gives detailed information on levels and stages of electronic portfolio development along with the appropriate technology tools for each stage. The five stages she addresses are:

1. Defining the Portfolio Context
2. The Working Portfolio
3. The Reflective Portfolio
4. The Connected Portfolio
5. The Presentation Portfolio

Internet Site: <http://www.electricteacher.com/>

Click on “Creating Online Portfolios.”

Description

This main menu page can provide some ideas on how to use electronic portfolios and how to set them up for the classroom. You will see examples, learn how to work with graphics, and see how to scan student’s work.



Electronic Portfolio Information (continued)

Internet Site: <http://www.essdack.org/port>
Click on “How to Create an Electronic Portfolio.”

Description

This site provides the what, how, and why of electronic portfolios. Samples are shown of portfolios developed by fifth-grade and seventh-grade students. A detailed rubric is available to use. Four steps are listed for preparing an electronic video:

1. Getting ready
2. Planning
3. Setting up a template
4. Creating individual portfolios

Software and Applications

Internet Site: http://www.mehs.educ.state.ak.us/portfolios/why_digital_portfolios.html

Description

Visit this site to get a simple summary of some useful software applications according to their function and categorization as either a commercial software (Claris Homepage, Photoshop) or shareware (HTML Web Weaver, Graphic Converter) available on the World Wide Web.

Internet Site: <http://transition.alaska.edu/www/portfolios/techportfoliotable.html>

Description

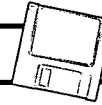
This site prepared by Dr. Barrett lists software characteristics. Some of the software described includes Kid Pix, Grady Profile, and ASCD’s Chalkboard.

Tutorial Sites

Internet Site: http://www.learningspace.org/prof_growth/training/kidpix/kidpickoverview.html
Click on Kid Pix.

Description

This site provides the step-by-step, hands-on training needed to use Kid Pix and other software. Kid Pix is a multimedia authoring and presentation tool for all ages. Participants are guided through three modules: Tools, Save and Slide Production, and Making a Slide Show.



Electronic Portfolio Information (continued)

Examples

Internet Site: <http://www.kent.wednet.edu/staff/sbeebe/>

Description

Middle school students each have their own electronic page that consists of background information on the student (birthplace, favorite sport, and life story). Each student's work page gives a description of projects and papers to show what the student has accomplished in class. In place of using student pictures, students make self-portrait masks of themselves to wear over their faces.

Internet Site: <http://www.ideasconsulting.com>

Description

Examples of student electronic portfolios are shown at this site.

Code of Ethics

Internet Site: <http://www.mehs.educ.state.ak.us/portfolios/portfolio2.html>

Description

This site has a school example of a parent and school permission form for electronic portfolios.

Web Sites Available for Portfolios

geocities.yahoo.com/home
www.freeservers.com
www.dreamwater.com
www.hypermart.net/index.gsp



Electronic Portfolio Information (continued)

Additional Portfolio Information

Internet Site: <http://comsewogue.k12.ny.us/~ssilverman/2000/index.htm>

Description

Miss Silverman helps teachers integrate technology into their curriculum. She uses Front Page as her HTML editor and the graphics are designed in Paint Shop Pro. On the main menu, click on "Links." This provides links for teachers and students.

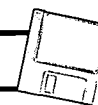
Internet Site: <http://transition.alaska.edu/www/portfolios/bookmarks.html>

Description

Provides Internet lists of:
Commercial Electronic Portfolios
Resources
K-12 Examples
Bibliographies
Electronic Teaching Portfolios

When students use electronic portfolios, they can:

- Provide an explanation on the software to show employers how and what programs are needed to pull up the student's portfolio.
- List an index for employees to click on areas they want to see.
- Provide video clips of their past employers or teachers talking about the skills and abilities of the student.



Oklahoma Department of Career and Technology Education (ODCTE)
Resource Center

www.okcareertech.org/research/default.htm

1500 West Seventh Avenue, Stillwater, OK 74074-4364

Phone 405-743-5163 • Fax 405-743-6809 • E-mail lleis@okcareertech.org

The Resource Center at the Oklahoma Department of Career and Technology Education offers a library of materials (print and non-print) for checkout to Oklahoma educators.

Circulation

Materials may be checked out for one month and renewed if no one else is waiting for them.

There is no fee for borrowing the items, but the borrower is responsible for return postage.

Access

The Resource Center is open Monday – Friday, 8 a.m. to 5 p.m., and is closed on state-designated holidays. Please note the Resource Center is open during school

vacations (summer hours are 7:30 a.m. until 4:30 p.m.). Materials may be requested by e-mail, fax, phone, written request, or walk in.

We offer subject bibliographies as tools for selecting items to borrow. Several are listed below. Bibliographies on other subjects are available on request.

Bibliographies of Career Resources are:

- Career Program Development
- Career Awareness K-8
- Career Exploration and Preparation (secondary – adult)
- Job Search/Resumé Writing/ Interviewing
- Scholarships/College Guides



Bibliography for Career Portfolios

Source: ODCTE Resource Center

371.26 JOH 1997

Portfolios: clarifying, constructing, and enhancing / Nancy Jean Johnson, Leonie Marie Rose, Technomic Pub. Co., Lancaster, PA, 1997. This work for teachers and school administrators contains background information in preparing for change in your school's assessment practices, examines implementation of portfolios with tips on in-service, and gives ideas for enhancing portfolio programs.

371.27 BUR 1994

The mindful school: the portfolio connection / Kay Burke, Robin Fogarty, Susan Belgrad. IRI/Skylight Pub., Palatine, ILL, 1994. Developed by teachers for teachers, this book presents new ways to make learning fun. It explores a multitude of options for purposes and types of portfolios as well as providing practical ideas for implementing them in the classroom (K-12).

371.27 DAN 1997

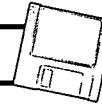
An introduction to using portfolios in the classroom / Charlotte Danielson, Leslye Abrutyn. Association for Supervision and Curriculum Development, Alexandria, VA, 1997. The types of portfolios — The portfolio development process — The benefits of portfolios — The challenges of portfolios — Portfolio management. For Grades K-12.

371.272 ROL 2000

The portfolio organizer: succeeding with portfolios in your classroom / Carol Rolheiser, Barbara Bower, and Lorie Stevahn, Association for Supervision and Curriculum Development, Alexandria, VA, 2000. Determining the basics of student portfolios — Selecting categories for entries — Identifying learning expectations and criteria — Learning samples — Reflections — Storing and organizing portfolios — Sharing the learning — Setting goals — Evaluation and grading — Getting started with students. Suitable for use with K-12 students.

371.425 TEL 1992

TELS: teaching essential skills / Stafford Township School District, Manahawkin, N.J., 1992. This publication provides information on the Teaching Essential Life Skills Grant, which was designed to develop a model career guidance program for Grades K-6 to assist students in making realistic career goals. It includes information on the CREW portfolio, scope and sequence, career awareness activities, preparing for the world of work, and guidance activities.



Bibliography for Career Portfolios (continued)

650.14 KIM 1994

Creating portfolios for success in school, work, and life / Martin Kimeldorf, Pamela Espeland. Free Spirit Pub., Minneapolis, MN, 1994. This step-by-step guide shows you how to collect those pieces and present them in a way that makes you look your best. Includes a teacher and student guide. Intended for use with Grades 6-12.

650.14 VAN 1995

Life work portfolio / Catherine Van Dyke, Judith Hoppin. National Occupational Information Coordinating Committee, Washington, D.C. 1995. This guide for young people provides a process for helping them plan their life work. It provides a format for recording and storing information concerning values, skills, ideas, and dreams, while focusing on goal setting and developing plans for the future. Suitable for use with students in Grades 5-12.



Products and Resources

Company Name: Curriculum and Instructional Materials Center (CIMC)

Telephone: 1-800-654-4502

Internet Site: <http://www.okcareertech.org/cimc>

Title: *Implementing Oklahoma's System of Career Portfolio and Career Passport*

Grade Level: 5th Grade - Adult

Order No. CS9304

Description

This guidebook provides an overview of the components, criteria, and processes for developing a Student Portfolio and Career Passport. These documents allow the students to chronicle their academic, occupational, and employability skills.

Cost: \$5 – In state

\$25 – Out of state

Title: Oklahoma Career Portfolio Binder

Grade Level: 5th Grade - Adult

Order No. CS9309

Description

This three-ring binder contains dividers to help students organize their best work in areas of educational skills, job-related skills, employability skills, career development plan, activities, awards, and community service.

Cost: \$3 – In state only

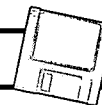
Title: *Career Options Folder*

Grade Level: 5th Grade - Adult

Description

The *Career Options Folder* can be used with students throughout and after their high school years. There are places on the folder to record pertinent career information, activities, honors and awards, work-related experiences, and references for the student, as well as information needed for admission into college or for financial aid. This folder provides a place to store the Plan of Study the student chooses. Resumés done in class, cover letters, occupational information, interest inventories, essays on careers, career brochures, etc., may also be housed in this folder. Any career information helpful for the student may go in this folder.

Cost: \$5 for package of 30



Products and Resources (continued)

Company Name: American School Counseling Association

Telephone: 1-800-401-2404

Internet Site: <http://www.schoolcounselor.org>

Click on "School Store."

Title: *Get-a-Life Personal Planning Portfolio*

Grade Level: 5th Grade - Adult

Description

The *Get-a-Life Portfolio* is a personal planning portfolio for all students. The portfolio makes the students responsible for learning about themselves, exploring life roles, setting goals, and making the link between education and career development.

Title: *Get-a-Life School-to-Work Transition Planner*

Grade Level: 10th Grade - Adult

Description

The *Get-a-Life* program uses individualized, easy-to-use personal planners and portfolios to help students figure out where they are, what they want, and how to get there. The School-to-Work Transition Planner offers a comprehensive, tangible tool to encourage students to write down personal thoughts and feelings, reflect on important areas of life development, assess interest and motivations, and plan short- and long-term goals.



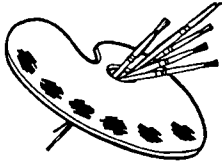
Suggestions and Tips for Counselors and Teachers

Counselors and teachers (K-12) can search for businesses willing to:

- Host field trips.
- Provide classroom speakers.
- Provide job shadowing opportunities.
- Provide apprenticeships.
- Provide teacher internships.
- Participate in career fairs.
- Adopt a classroom.
- Provide mentors.

Contact your local businesses to input their information and activities they are willing to provide.

Log on to <http://www.okcareertech.org/guidance/bpdb.htm>



Career *Poster* Contest

CAREER DEVELOPMENT OVER THE LIFE SPAN

Sponsored by the
**Oklahoma Career Development Associations (OCDA) and the
 Oklahoma Department of Career and Technology Education**

Eligibility: There are six divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), Adult-Student (postsecondary), and Adult (over 18).

Theme: The poster should reflect the theme: “Career Development Over the Life Span.” Each poster’s topic must relate to the theme or subthemes. Subthemes are Celebrating Diversity in the Workplace, Meeting the Challenges of Change, Demonstrating Qualities and Skills of a Successful Employee, and Celebrating My Favorite Career.

Judging Criteria: Judging will be based on originality/creativity and development of the theme. Attention will be focused on basic art principles and appropriate use of media and lettering. **Only posters judged as first-, second-, and third-place school winners should be sent for judging in the state contest.**

Lettering: Simple, bold lettering is preferred. Captions may be used to convey the message, attract attention, and achieve goals of clarity, vigor, and originality. All letters will be considered part of the design.

Media: Ink, pencil, collage, poster paints, magic marker, acrylic, photography, computer-generated graphics, oil, or cut and pasted paper.

NEW Size: Each poster must be created in 8¹/₂- by 11-inch format.

Display: Posters are to be displayed in the student’s school during National Career Development Month in November. Winning posters must be sent to the Oklahoma Department of Career and Technology Education by November 30.

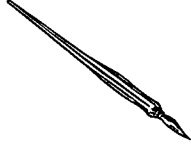
Entry Form: Copy and place the completed entry form below on a 3- by 5-inch card and attach to the back of each entry.

Mail Posters Chosen as School Winners to:

Oklahoma Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Student Name	_____	Grade	_____	Age	_____
	First MI Last				
Address	_____				
	City	State	ZIP		
School Name	_____				e-mail
Contact Person	_____				
School Address	_____				
	City	State	ZIP		
School Phone	_____		County Name	_____	

All entries become the property of OCDA/ODCTE and will not be returned.



Career Poetry Contest

CAREER DEVELOPMENT OVER THE LIFE SPAN

**Sponsored by the
Oklahoma Career Development Associations (OCDA) and the
Oklahoma Department of Career and Technology Education**

Eligibility: There are six divisions: Primary (grades K-2), Intermediate (grades 3-5), Middle Grades (grades 6-8), Senior (grades 9-12), Adult-Student (postsecondary), and Adult (over 18).

Theme: The poem should reflect the theme: "Career Development Over the Life Span." Each poem's topic must relate to the theme or subthemes. Subthemes are Celebrating Diversity in the Workplace, Meeting the Challenges of Change, Demonstrating Qualities and Skills of a Successful Employee, and Celebrating My Favorite Career.

Judging Criteria: Judging will be based on originality/creativity and development of the theme, appropriate form and execution, and spelling and grammar. **Only poems judged as first-, second-, and third-place winners in the school contests should be sent for judging in the state contest.**

Poetic Form: Poems may be written in any poetic form, i.e., cinquain, diamante, free verse, haiku, limerick, metered, rhyming, blank verse, etc.

Size: Each poem should be typed or printed on a sheet of paper 8½ by 11 inches.

Display: Poems are to be displayed/read in the student's school during National Career Development Month in November. Winning poems must be sent to the Oklahoma Department of Career and Technology Education by November 30.

Entry Form: Copy and place the completed entry form below on a 3- by 5-inch card and attach to the back of each entry.

Mail Poems Chosen as School Winners to:

Oklahoma Department of Career and Technology Education, Guidance Division • 1500 West Seventh Avenue • Stillwater, OK 74074-4364.

Student Name	_____	Grade	_____	Age	_____
	First MI Last				
Address	_____				
	City	State	ZIP		
School Name	_____		e-mail	_____	
Contact Person	_____				
School Address	_____				
	City	State	ZIP		
School Phone	_____		County Name	_____	

All entries become the property of ODCTE/OCA and will not be returned.

Bulletin Board Ideas

You've Got Great Skills . . .

How will you present your portfolio?

Now Get the Word Out!

Take the Right Steps to Create a Career Portfolio

I - COLLECTING
Sketches, samples, projects, experiments, logs, journals, speeches, presentations, reviews, awards, etc.

II - SELECTING
Pieces to show students' effort, progress, and achievement

III - REFLECTING
Develop critical skills to write a self-evaluation

IV - COMPLETED PORTFOLIO



Bulletin Board Ideas

Portfolio is a . . .

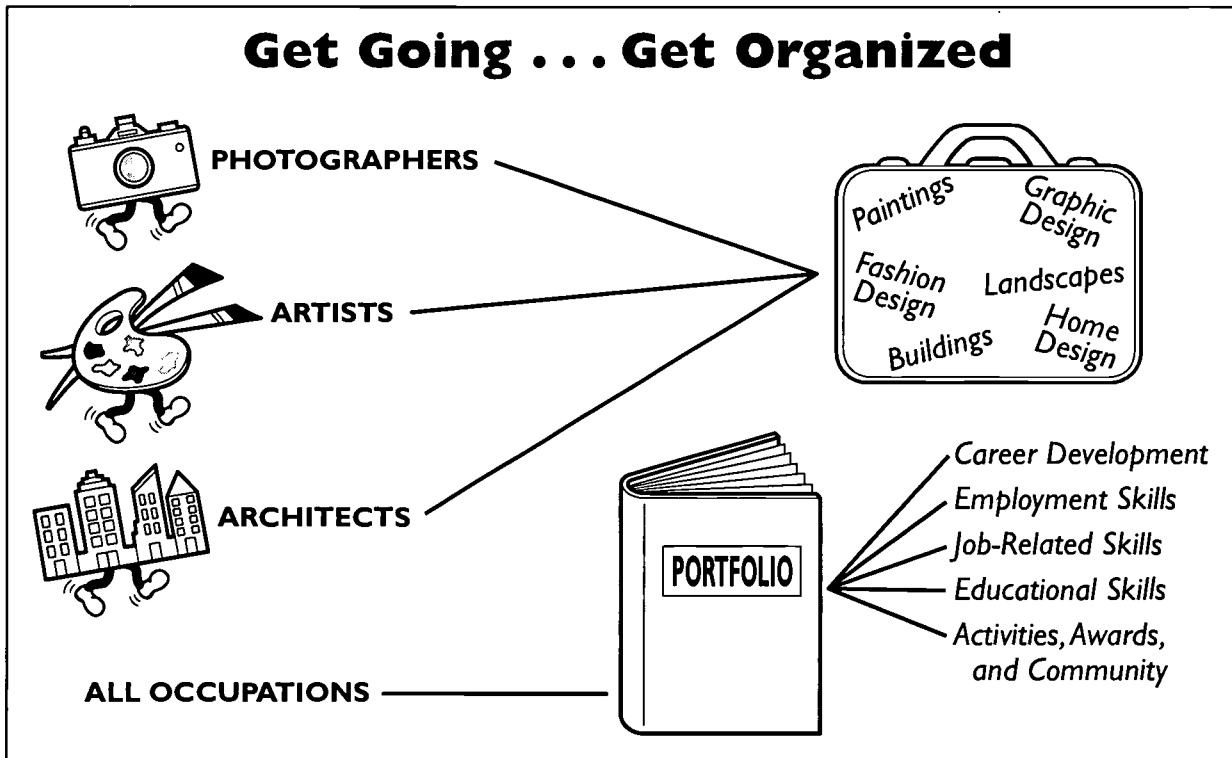
Palette of evidence about the student

- Academic Skills
- Teamwork
- Community Service
- Job Shadowing
- Honors and Awards
- Resumé/Application
- Attendance/Punctuality
- Communication Skills

Showing Your Stuff

Everything that goes on a refrigerator can belong in a portfolio.

Bulletin Board Ideas





Career Development Products

Tool Boxes for Counselors/Instructors

Middle Grades Teachers as Advisors

Order Number: SW1023

This toolbox gives implementation suggestions and curriculum to start a Teachers as Advisors program at your school. It contains weekly activities, forms, implementation strategies, and teacher training materials to help your school plan, develop, and implement this program.

Cost: Request Price

Career Awareness/Elementary

COIN Climb with Career Carnival

Order Number: CS1012

Explore career with two outstanding interactive multimedia CD-ROM programs. This package includes *COIN Climb* for students in K-2 and *Career Carnival* for Grades 3-6. Software is networkable.

Cost: \$250 for both

Career Exploration/ Middle School/Junior High

Expand Your Child's Horizon

5th - 12th Grades

Target Level: 8th Grade

Order Number: CS1304

Expand Your Child's Horizon helps educators and parents with information to assist students in making good career decisions. The guide covers educational options, career activities and experiences, identifying and investigating interests, constructing a tentative education/career plan. Its companion piece, *Pathways to Success*, features 13 working adults from a variety of educational paths. They explain how their education and leadership training helped them advance to where they are today. These guides can be used for parent meetings such as Teachers as Advisors.

Cost: Package of 20 sets @ ~~\$41~~ \$29

CS1308 one set for \$3

Dreams Can Be Reality

Middle School - High School

Order Number: CS9040

Bright-colored posters list occupations by classroom subject. The occupations on each poster are divided by educational levels of high school/high school with vocational education; junior/community college, postsecondary technical; and four-year degree or more. Set of eight posters includes science, language arts, social studies, instructional technology, arts, math, foreign language, and skills employers want.

Cost: \$8 a set

Individual poster: Need to place a minimum order of five.

Skills Employers Want

Order Number CS9041

Cost: \$1

On Your Own - Middleton

8th - 12th Grades

Order Number: CS8005

Involve your students in a simulation that includes true-to-life jobs, incomes, prices, and expenses. Students must find a job, apartment, transportation, bank, and set up a budget. Can your students meet the financial challenge of preparing their budget, paying their bills, and sticking to their budget? This CD allows students to print and save their work.

Cost: Single CD - \$63

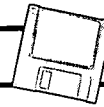
Windows and Macintosh on each CD

Makin' An Impression

This nine-minute MTV-style video is designed to create an awareness of the graphic arts/printing industry. The video illustrates how the printing industry works and how modern printing processes offer interesting and creative career opportunities. The video, teacher guide, student brochure, and a color key are provided to the school free of charge when a member of the Graphic Arts Education Council (GAEC) Speaker's Bureau is invited to visit the school and offer a presentation on the printing industry.

Contact: GAEC (918-481-5563)

Cost: \$59.95 (without visit and/or for extra copies) plus shipping/handling



Career Development Products (cont.)

Career Preparation/High School

Succeeding in the Workplace

Order Number: CS9016

Succeeding in the Workplace is a "must read" for individuals who are making all important career decisions. Whether it's your first job or next job, this magazine will help you transition smoothly into the job you really want. There are valuable articles on powerful job search techniques, surviving between jobs, financing your career, where to get training, self-employment, resumé and cover letter development, how to prepare for interviews and much more. Make this magazine your personal road map to success.

Cost: Pkg. of 25 for \$9 or box of 250 for \$82

Please Print

This nine-minute MTV-style video is designed to create an awareness of the jobs and salaries within the graphic arts/printing industry. The video illustrates the jobs needed within the printing industry. The information is provided by short sound bites and video clips of young workers in Oklahoma printing companies. Employees discuss their jobs and tell how they decided to enter the printing profession. Salary information and methods of entering the profession are discussed. The video has excellent representation of ethnic diversity and gender equity. The video, teacher guide, student brochure, and a color key are provided to the school free of charge when a member of the Graphic Arts Education Council (GAEC) Speaker's Bureau is invited to visit the school and offer a presentation on the printing industry.

Contact: GAEC (918-481-5563)

Cost: \$59.95 (without visit and/or for extra copies) plus shipping/handling

*****Special Buy — Purchase the combination of *Please Print* and *Makin' An Impression* for \$99.95 plus shipping/handling.**

Counselors/Instructors

The School Counselor's Guide for Developing a Comprehensive Guidance Program With Oklahoma Standards and the National Career Development Guidelines

The guidebook presents important reference information for guidance and counseling professionals in Oklahoma schools as you work to strengthen the career guidance components in a comprehensive developmental guidance program.

No charge. Contact: Guidance Division, 1-405-743-6831 or 1-800-522-5810, ext. 831

Oklahoma Wage Survey Report

Please contact the new number for this valuable resource for employers, guidance counselors, educators, and individuals seeking jobs. The Oklahoma Employment Security Commission developed this report. Over 7,000 employers participated in a survey covering more than 580 different occupations, representing 192,000 wage earners in Oklahoma. Locate information at <http://www.oesc.state.ok.us/lmi/default.htm> or call 405-557-5342.

No charge

Occupational Information Software

This popular software provides information on occupations, industries, and training programs in Oklahoma. The software includes details on over 700 occupations such as wage, projected growth to 2005, and number employed in the industry. Training information included in the software allows the user to examine training clusters where occupations are matched to their related training program, providing an overall view of supply versus demand. Users can also access the number of people trained in a particular program and customize their search by asking for multiple conditions. For example, users could ask for data on the fastest-growing occupations in Oklahoma with an average wage of \$8 an hour or higher.

No charge. Contact: Oklahoma Employment Security Commission, 405-557-7103.



Career Development Products (cont.)

Teaching and Learning Strategies for All Students: A Guide for Career and Technology Educators

Order Number: CS1206

This guide is designed to provide career and technology educators with research-based teaching methods that can be individualized to create greater learning opportunities for student success. Strategies for adapting teaching techniques, developing compensatory learning strategies, developing remedial teaching techniques, and developing student study skills are presented to adapt the career and technology environment for students with disabilities or who are at risk of dropping out of school.

Cost: Request Price

Taking the Road Less Traveled

Order Number: SW1024

This toolkit can help teachers in developing strategies for increasing awareness, recruiting, retaining, and placing students in nontraditional occupations. It includes four PowerPoint presentations with workbooks, photos of nontraditional careers, and recruitment brochures.

Cost: \$52

New and Revised

Career Development Activities

Elementary

Order Number: CS1100

Cost: \$7

Middle School/Junior High

Order Number: CS1101

Cost: \$13

High School

Order Number: CS1102

Cost: \$9

Career Development Activities combines career exploration with academic subject matter for an exciting learning experience. The revised versions include over 35 new, hands-on or project-based activities. Activities are written to meet one of the 12 National Career Development Guidelines. Many activities integrate the Internet.

Order by calling 1-800-654-4502 or online

www.okcareertech.org/cimc

For orders \$100 or less, shipping is the greater of \$6 or 10 percent of the order.

To receive a CIMC catalog, call 1-800-522-5810, extension 831.



**Call a friend
to tell them about
Career Activity File
on the Internet.**

<http://www.okcareertech.org/guidance/>



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Signature: <i>Janet Hawkins</i>	Printed Name/Position/Title: <i>Janet Hawkins, Career Information Spec.</i>	
Organization/Address: <i>Oklahoma Dept. of Career and Technology Education 1500 West Seventh Ave. Stillwater OK 74074</i>	Telephone: <i>405-743-5123</i>	FAX: <i>405-743-5142</i>
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