



Career Portfolio-- Short/Long Term Goals

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District, Gresham, WI

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Overview:

This lesson will emphasize the importance of having and maintaining a current career portfolio and the materials needed in the document with emphasis on their short- and long-term goals. Students need to make goals in order to see how to obtain success in their chosen career path. They then to keep revisiting these goals throughout the semester and their lives to keep them relevant and SMART.

Featured Externship Business:

[Menominee Tribal Enterprises](#)

Subject:

Education for Employment / Academic and Career Planning

Grade Level:

9-12 grade

Learning Objectives:

After doing this activity, students should be able to:

- understand the importance of creating and maintaining a career portfolio.
- set long- and short-term goals for their chosen career path.

Workplace Readiness Skill:

- | | |
|--|--|
| <input type="checkbox"/> Social Skills | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Teamwork | <input type="checkbox"/> Critical Thinking |
| x Attitude and Initiative | x Planning and Organization |
| x Professionalism | <input type="checkbox"/> Media Etiquette |

Type of Activity:

- X Individual
- Small group
- Whole class

Wisconsin Common Career Technical Standards:

CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.

Wisconsin Model Academic Standards for School Counseling:

Career Development Domain:

Content Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

Content Standard H: Students will understand the relationship between educational achievement and career development.

Content Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

Core Performance Standard 1: Create and manage an educational and career plan that matches career goals.

Core Performance Standard 2: Apply decision-making skills to career planning and development.

Time:

50 minutes (just for the goal-setting lesson).

Materials:

1. Career portfolio binders.
2. Handout of career portfolio rubric

Directions:

1. After attendance pledge, have students pull out their career portfolio binders stored in the room.
2. Have students remove the career portfolio rubric or access the one in their shared folder.
3. Review the activities required for the portfolio (see below) and make sure the students have the necessary paperwork included in the proper positions:

- | | |
|---|----------------------------------|
| ● Career Assessment Tests | *Career Clusters Interest Survey |
| ● Short/Long Term Goals | *Career Summaries |
| ● Job Application | *Cover page |
| ● My career preface | *Cover Letter |
| ● List of Schools | *Resume |
| ● Letter to request a recommendation | *Interview |
| ● Requested Letters (3) of Recommendation | |
| ● Interview Results | *Thank you letter |
| ● Spreadsheet of school costs | *Proposal |
| ● Signature of parent/guardian | |

4. Review the definition of a short-term and a long-term goal. A short-term goal can be completed in this year or less, whereas a long-term is completed over a year. You may want to include viewing the DPI/School District of New Berlin video on Academic and Career Planning: <https://www.youtube.com/watch?v=3lfztGzzRyI>
5. Have the students brainstorm 5 short-term and 5 long-term goals for their portfolios.

Wrap-up:

1. Review the due dates coming up for parts of career portfolio based on your class expectations.
2. Remind students the importance of making goals and to make them SMART goals: Specific, Measurable, Achievable, Results-focused and Time Bound.
3. Students are to complete the goals for the next class time. We will then review them each Monday of the semester to review them and check their relevance and importance. Because as we progress throughout this journey we need to keep our goals in check and keep them up to date.
4. Remind them to bring their needed information to complete their job application for the next class period.

Extension Activity:

Students could discuss their goals with their parents and write a reflection on the conversation.

Students could align the goals they selected with their career aspirations and discuss whether their selected goals will assist them in their ACP journey.

The teacher could invite in guest speaker(s) to discuss goals and their impact on academic and career planning.

Teacher(s) from the district could complete “My Academic and Career Planning Timeline” (https://dpi.wi.gov/sites/default/files/imce/neglected-delinquent/5.%20My_ACP_Timeline.pdf) and discuss how their goals helped or hindered their academic and career planning.




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HANDOUT

Name: _____

CAREER PORTFOLIO Education for Employment Assignments and Deadlines Rubric

Assignment	Date Due		Points Possible	Points Earned
Career Assessment Tests			20	
Career Clusters Interest Survey			10	
Short/Long Term Goals			10	
Career Summaries			10	
Job Application			20	
Cover page			10	
My career preface			20	
Cover Letter			20	
List of Schools			20	
Resume			25	
Letter to request a recommendation			10	
Requested Letters (3) of Recommendation			30	
Interview			100	
Interview Results			10	
Thank you letter			10	
Spreadsheet of school costs			100	
Proposal			20	
Signature of parent/guardian			10	
FINAL PROJECT			455	
			GRADE	