Transition Portfolio Guidance 2019-2020

Created By:
The Office of Special Education

Acknowledgements

This guidance document is a compilation of the hard work from the following stakeholder group members and supporters:

Jennifer Berry
Christi Carr
Kurt Frederick
Chris Fitzgerald
Judith Gross
Teresa Grossi
Natalie Heustis
Nancy Holsapple
Kylee Hope
Amy Howie
Tammy Hurm
Matt Johns
Matt Johnson
Meredith Keedy-Merk
Sarah Kiefer
Kathy Klimek
Jonathan Kraeszig
Patrick Mcgrew
Daniel McNulty
Brianna Morse
Michelle Oja
Lesa Paddack
Jolly Piersall
Chrissy Pogue
Mary Pouch
Ashley Quick
Joni Schmalzried
Mary Schweizer
Karly Sciortino-Poulter
Sandi Smith
Shannon Sobeck
Stephanie Wells
Laura Wheeler
Pam Wright
Steve Yockey
Nancy Zemaitis

The Indiana Department of Education's Office of Special Education thanks these individuals for their time in assisting to develop this framework and supporting features.

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Information provided in this Guidance Document is only updated through the link to the document on the Office of Special Education website. Please be sure to check back regularly for updates and additional resources.

Developed 4/2019

Introduction

This document provides guidance for the development of a student portfolio which can serve as the "Summary of Performance" under 511 IAC 7-43-7 of the Indiana Special Education Rule, Article 7. The Summary of Performance is defined as a summary of the student with an IEP's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting the students postsecondary goals, when a student graduates with a high school diploma, leaves school with a certification of completion, or exceeds the age eligibility for special education and related services.

Transition portfolios are to be completed for all students who receive special education services. The Indiana Department of Education, Office of Special Education worked with the stakeholder group and identified two portfolio options:

- Indiana Career Explorer; and,
- A Google Sites template developed by PATINS in conjunction with DOE.

Other options for completing a portfolio for a student, with or without an Individualized Education Plan, have been approved by the Indiana School Board of Education and are Naviance and the Indiana Career Information System. These platforms are local education agency (LEA) specific and therefore guidance has not been provided for them in this document.

The Indiana Department of Education made changes in regard to graduation requirements and diplomas during the 2018-2019 school year.

Diploma: Students have the option of earning an Indiana Diploma with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).

Beginning in the 2019-2020 school year, the Certificate of Completion requirements will take effect. The Certificate of Completion course of study includes a portfolio component to demonstrate a student's academic skills and employability. Resources for the Certificate of Completion:
https://www.doe.in.gov/student-services/student-assistance/coc

Graduation Pathways: Beginning with the Class of 2023, the passage of the Graduation Pathways takes effect. Within the Graduation Pathways is an employability skills requirement. The employability skills requirement can be captured through a portfolio. https://www.doe.in.gov/graduation-pathways

Based on the Graduation Pathways requirement, the Certificate of Completion course of study requirements, and Article 7 guidance, the Transition Portfolio is comprised of four areas. The artifacts included in each component need to be student specific and connect to the postsecondary goals found in their transition IEP:

- Student Information;
- Student Learning Characteristics;
- Academic Skills; and,
- Employability Skills.

The areas of Student Learning Characteristics, Academic Skills, and Employability Skills include artifacts reflecting the student's strengths and areas of support needed. There most likely will be overlapping artifacts within each section of the portfolio.

The portfolio framework provides students an opportunity to demonstrate their academic and employability skills. It fulfills the requirements to demonstrate completion of the employability skills component of the Graduation Pathways as well as the requirements for the Summary of Performance, and the Certificate of Completion Transition Portfolio.

The portfolio must be student-centered meaning while the components of the framework will be the same, the artifacts within the four areas are to be specific to each student who is completing, or who is being assisted in the completion of the portfolio. The portfolio is developed over time, starting when the student first has a transition IEP and is updated regularly throughout their time in high school year as the student achieves the transition IEP elements, e.g. accomplishes the identified transition services.

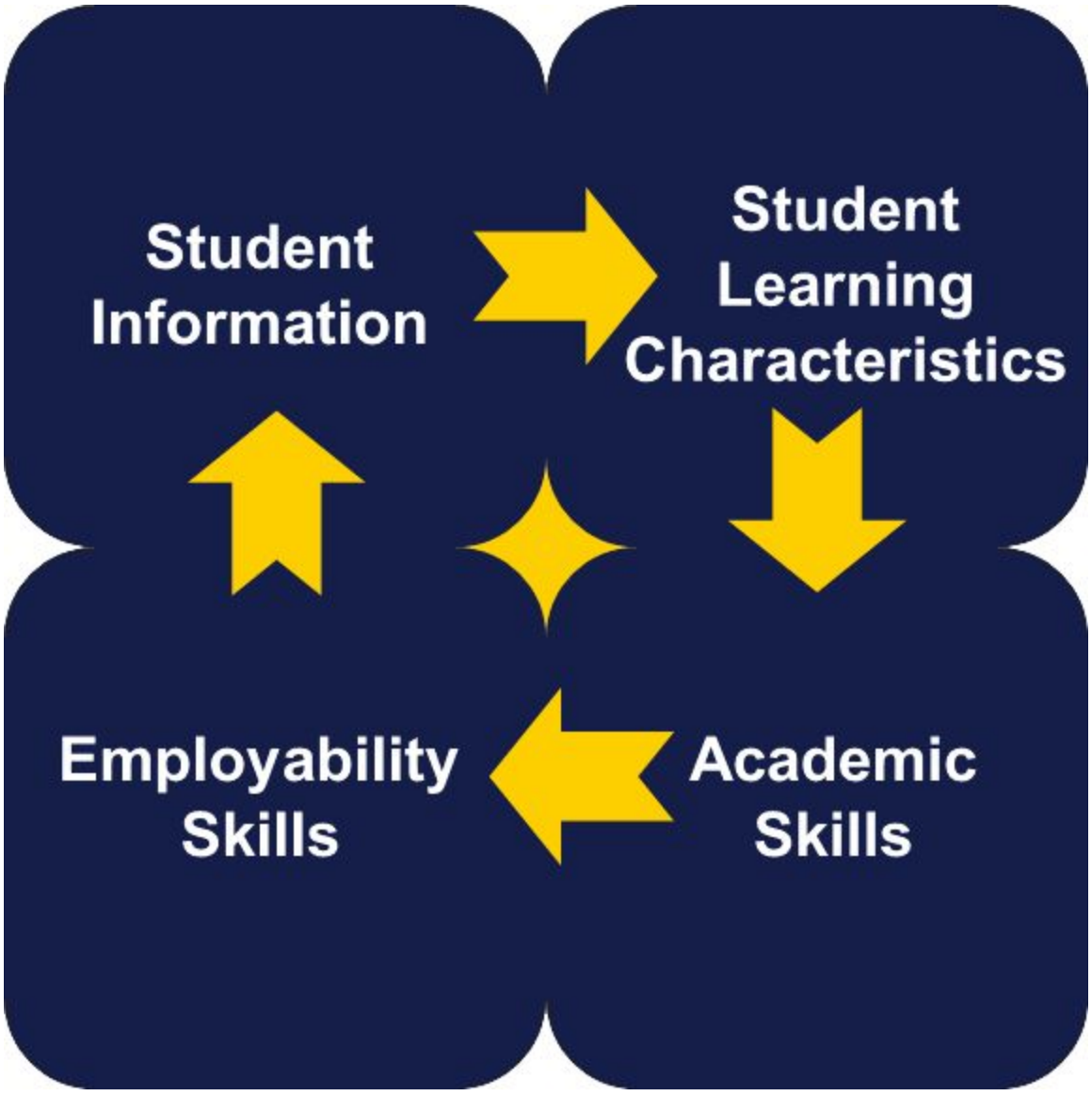
For further explanation about the Graduation Pathways, Summary of Performance, and the Certificate of Completion Transition Portfolio, please see the resource section of this document.

The Indiana Department of Education, Office of Special Education encourages input and comments on this document.

Please contact:

Michelle Oja, Education Specialist
email: moja@doe.in.gov

Portfolio Components



Student Information

The Student Information section has three major components: Basic Demographic Information; About Me; and, Activities Resume.

Information to be included and recommendations for additional student facts are listed below.

1) Basic Demographics

- Name
- Address
- Email (professional)
- Phone Number

2) About Me

- Hobbies
- Preferences
- Interests
- Photos (optional)

3) Activities Resume

- Extracurricular Activities (in and out of school)
- Awards/ Major Accomplishments (in and out of school)

Directions on how to access and make a copy of an **Activities Resume Template** can be found here:
https://docs.google.com/document/d/1eYjfXZoppP0QopLrELsclx3sAbaTvs2cB-1mEL8KDrs/edit?usp=sharing

Student Learning Characteristics

The Student Learning Characteristics section describes the student's strengths and areas of support needed.

1) Student based analysis

Obtain as much information about the student from the student as possible. For example:

Based on the students writing preferences, have students respond to the following writing prompts/sentence stems.

1) How do I learn best? I learn best when…
2) How do I communicate best? I communicate best when…
3) What do I do well? I am good at…
4) What do I struggle with? I need to improve on…

NOTE: Include input from the student's family, support system, etc. in regard to their knowledge about the student, especially if the student requires more intense support to achieve their goals.

Potential Artifacts to Support:

- Authentic Assessments:
  - Communication Summary Form
  - Elective Class Reflection Form
  - Career/Job Initial Review Form
  - Job Shadow Feedback/Reflection Form
- Other Assessments:
  - AIR Self-Determination Assessments for Students, Parents, and Educators
  - Career Cluster Interest Survey
  - Social and Vocational Abilities Listing
- Letters of Recommendation
- Community Resources Being Accessed
- School/Work Attendance Record(s)

Academic Skills

The Academic Skills section describes highlights of the student's academic skills.

Items to be Included:

- Transcripts
- Academic Awards/Accomplishments
- Work Credentials earned /CTE Credits/Units Earned

Potential Artifacts to Support:

- Authentic Assessments:
  - Elective Class Reflection Form
  - Career/Job Initial Review Form
- Other Assessments:
  - AIR Self-Determination Assessments for Students, Parents, and Educators
  - O'NET Interest Inventory
- A Letter of Recommendation/ References
- Community Resources Being Accessed

Employability Skills

The Employability Skills section describes the types of work experiences, employment, etc. the student has been involved in. This section includes “employability skills” which applies to those skills previously called “soft” skills or workplace-ready skills.

Employability skills are those that all employers find necessary in order to find employees and sustain their employment. The skills are described within these Employability Skills Benchmarks from the Indiana Department of Workforce Development and include:

- Mindsets;
- Self Management Skills;
- Learning Strategies;
- Social Skills; and,
- Workplace Skills.

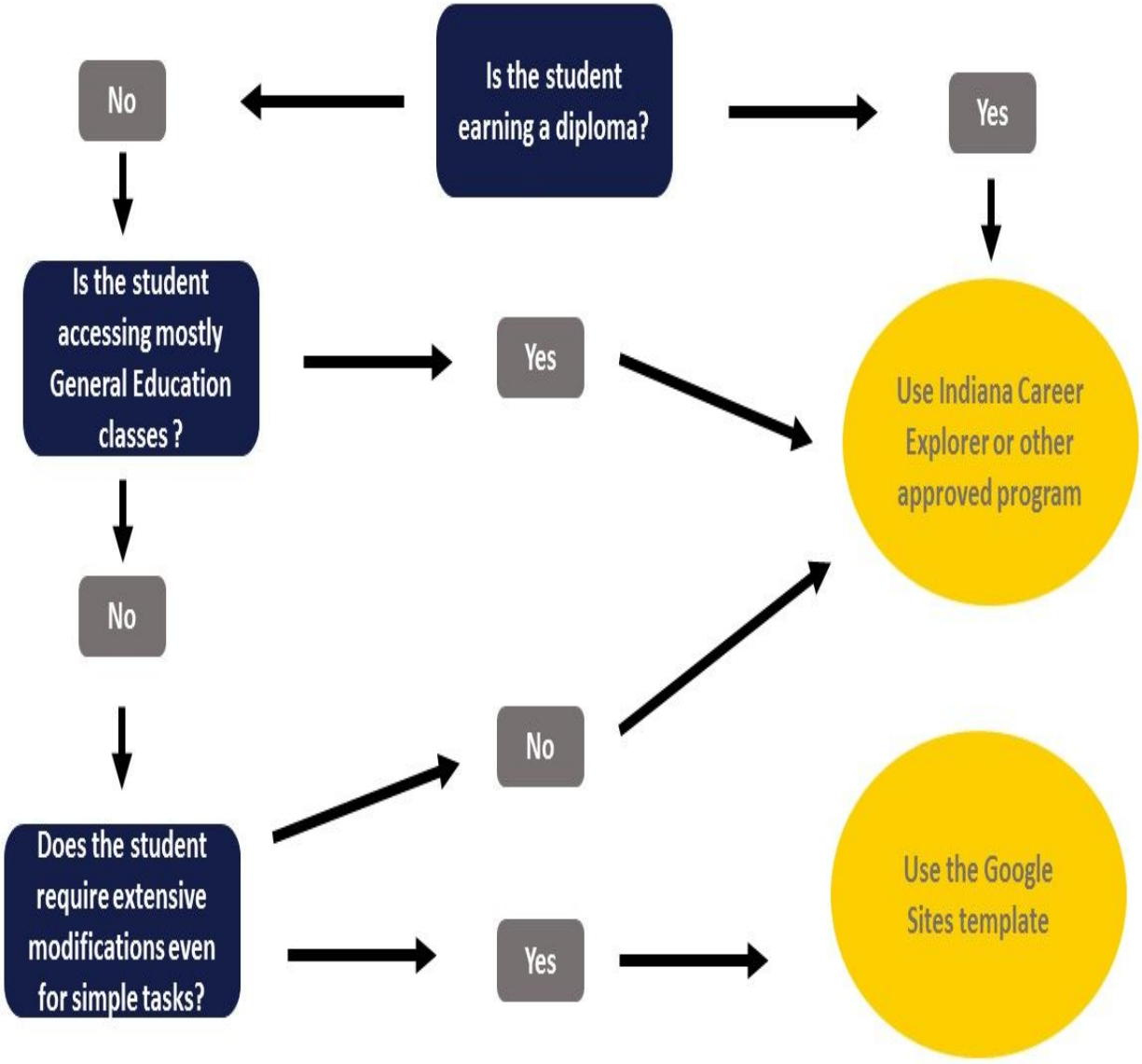
Items to be Included:

- Work experiences (Internships, Job Shadowing, Paid Work Experience, Volunteer Experience, specific skills acquired)
    - Supports that the student may need to be successful
- Vocational/CTE course work completed
- Work Credentials earned
- Reflection of the student’s ‘employability skills’

Potential Artifacts to Support:

- Authentic Assessments:
    - Career and Technical Education Report
    - Elective Class Reflection Form
    - Job Shadow Feedback/Reflection Form
- Other Assessments:
    - Social and Vocational Abilities Listing
    - PERC Self-Advocacy Checklist
- Letters of Recommendation/References
- Community Resources Being Accessed
- Short video(s) Showing Skills
- List of Potential Employers
- Resume
- Copy of Completed Application(s)
- Cover Letter(s)

Determining Which Transition Portfolio Platform is Right for The Student



How to Create the Student Transition Portfolio

Background Information:

Senate Enrolled Act 297 states that beginning July 1, 2019, each school in a school corporation, and each charter school, must include, for each and every student in grade 8, use either Indiana Career Explorer or an alternative internet-based system providing students with college and career planning resources. These internet-based systems are how transition portfolios will be created digitally. Beginning in 8th grade, the student will begin to collect artifacts to support the four components of the transition portfolio. Schools will choose which platform students will use to create their profiles.

As of February 2019, the School Board of Education has approved the following internet-based systems for schools to use in order to comply with the requirements for Senate Enrolled Act 297:

- Indiana Career Explorer;
- Naviance; or
- Indiana Career Information System

In addition to these internet-based systems, the Office of Special Education has developed a Google Sites template which may be used for students who are significantly intellectually disabled and who need an alternative way to present the portfolio then what is available to them in the internet-based systems mentioned above.

Information on how to create an e-Profile using Indiana Career and Explorer and how to utilize the Google Sites template are provided for your convenience, below. Should you require assistance with how to create a portfolio using Naviance or Indiana Career Information System, please refer to the specific set-up at your school site.

Indiana Career Explorer

In addition to college and career planning resources, Indiana Career Explorer includes an e-Profile component. Students are able to use the resources within Indiana Career Explorer in order to create their portfolio. They may also upload information to the portfolio. The information within Indiana Career Explorer can be captured for free by students beginning in 6th grade. The information is able to stay with the student through adulthood. Students may choose to share their e-Profile with potential employers through the Indiana Career Explorer website.

Resource Highlights Include:

- Career Interests Assessment
- Skills Confidence Assessment
- Work Values Inventory
- Explore Occupations Based on
    - Assessment Results
    - Career Clusters and Pathways
    - College Major
    - Title
    - Indiana Resources
- Create a Plan for Education
- Create a Plan for Work
- Find a Job
- Find Schools
- Find Financial Aid
- Write or Edit a Resume
- Write or Edit a Cover Letter
- Brush Up on Interviewing Skills
- Locate Assistive Technology Resources

Creating the Portfolio:

The Indiana Career Explorer is a product of the Indiana Department of Workforce Development and is available to all Hoosiers free of charge.

Step 1: Navigating to the e-Profile

From the dashboard, have students locate and select the “My e-Profile” located at the bottom of the left hand navigation bar.

Step 2: Optional Features

Students are able to choose a color scheme, link social media, and include a profile picture.

Step 3: About Me Section

a) Have students complete the summary paragraph. This is where they should list their hobbies, preferences, and interests.
b) Have students fill out the My Contact Information*
c) Have students decide which My Favorites and My Assessment Results they wish to include*
d) Have students create or upload their resume
e) Have students add in reference information, if appropriate

* Counts as an artifact

Step 4: My Portfolio

In the My Portfolio Section, students are able to upload documents into their e-Profile. Use this section for the other components of the Portfolio.

The upload feature allows students to select categories to describe the document they are uploading. They are able to name the document and provide a description. The document name and description will be need to be specific to ensure those unfamiliar with the student would understand why the document is being included (e.g. future employers).

Google Sites Template

A Google Sites template has been created to be used by students who need an alternative way to present the portfolio

Below are the steps to use the template as your own. Please be sure to follow the steps correctly, or you will delete the template.

Should you run into issues with using the template please contact Michelle Oja at moja@doe.in.gov . Please entitle your email “Google Sites Template Assistance”.

STEP 1:

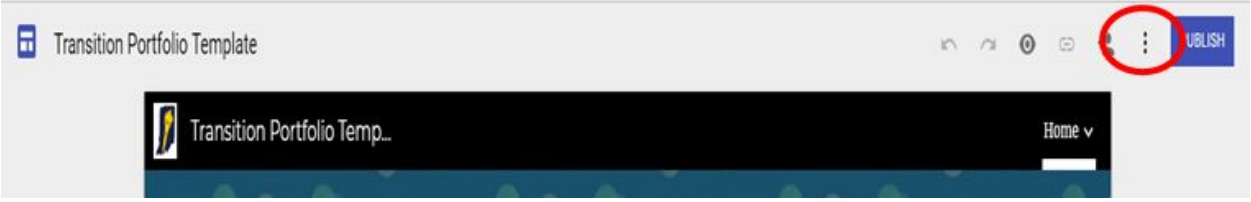
Log onto your personal Google account. If you do not have a Google account, please create one. This link provides step by step instructions to creating a Google account as well as a Gmail email account: https://edu.gcfglobal.org/en/googleaccount/creating-a-google-account/1/ Students will want to use their personal accounts, so they can access their portfolios once they have left school.

STEP 2:

Open the Google Sites Template: https://sites.google.com/s/14XcV_uZlncp9IoBhyflsV7vdDM1d52Of/p/0B1y7cHmvGEVbRXlvZzBkQ3A1WUk/edit

STEP 3:

Click on the 3 vertical dots in the upper right hand corner next to the Publish button. From the drop down menu, select Duplicate site.

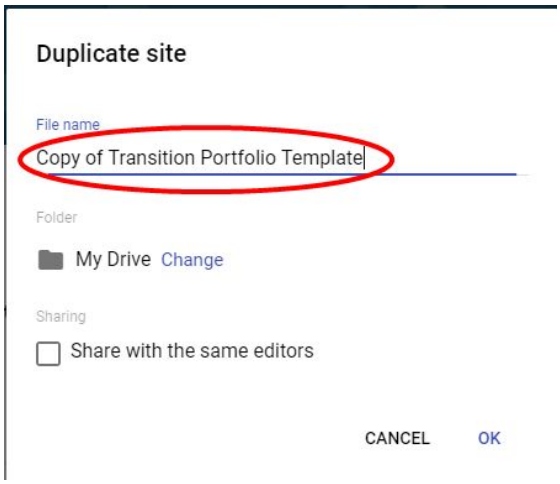


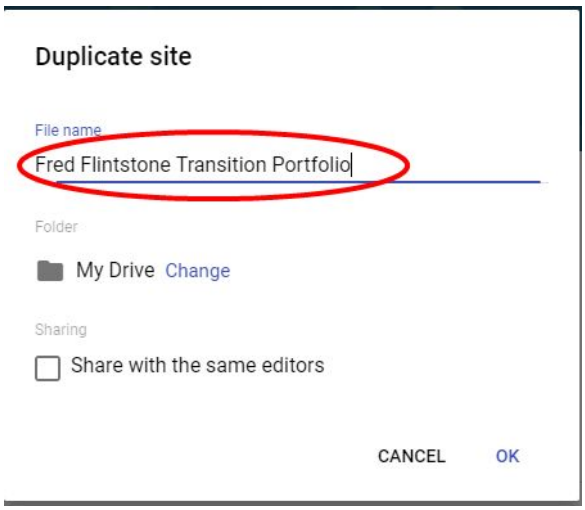
STEP 4:

In the pop up box, retitle the Google Site with your First and Last Name Transition Portfolio

Ex: If your name was Fred Flintstone you would label your site: “Fred Flintstone Transition Portfolio”

After you have retitled the Google Site, click the Ok button





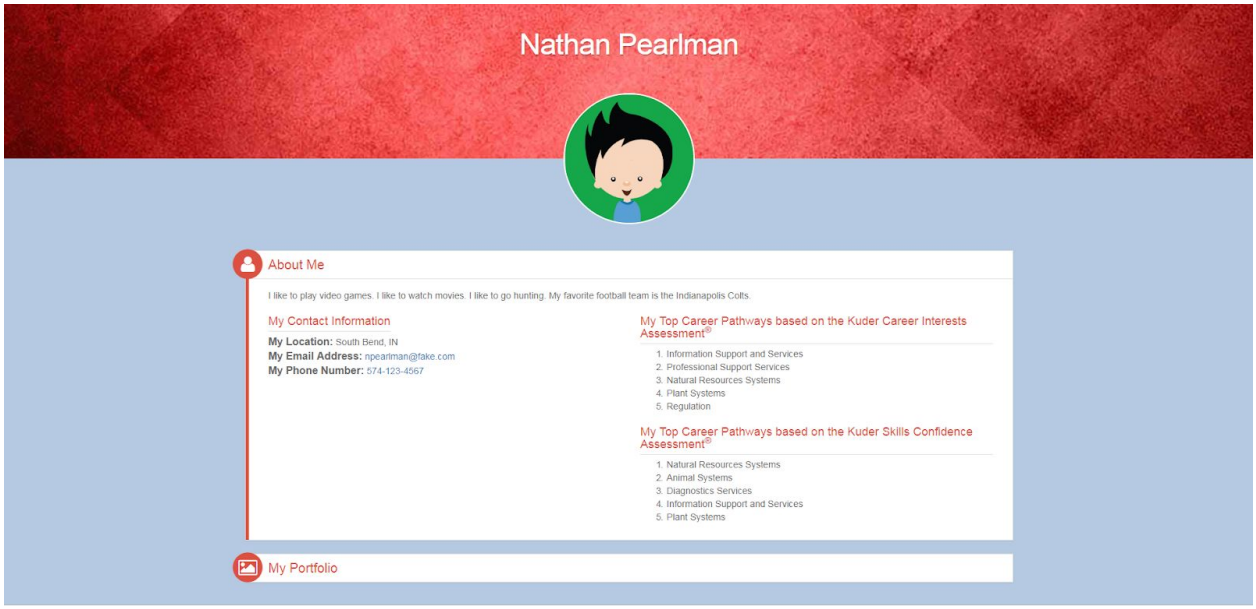
STEP 5:

Record the website address, so others will be able to see the portfolio in its completed form. Begin completing the portfolio.

Examples*

***Please note students mentioned in the examples are not real students. Information provided for Nathan and Maria has been made up in order to give authenticity to the example four and six-year plans provided in the COC resources page.**

Four Year Plan Using Indiana Career Explorer



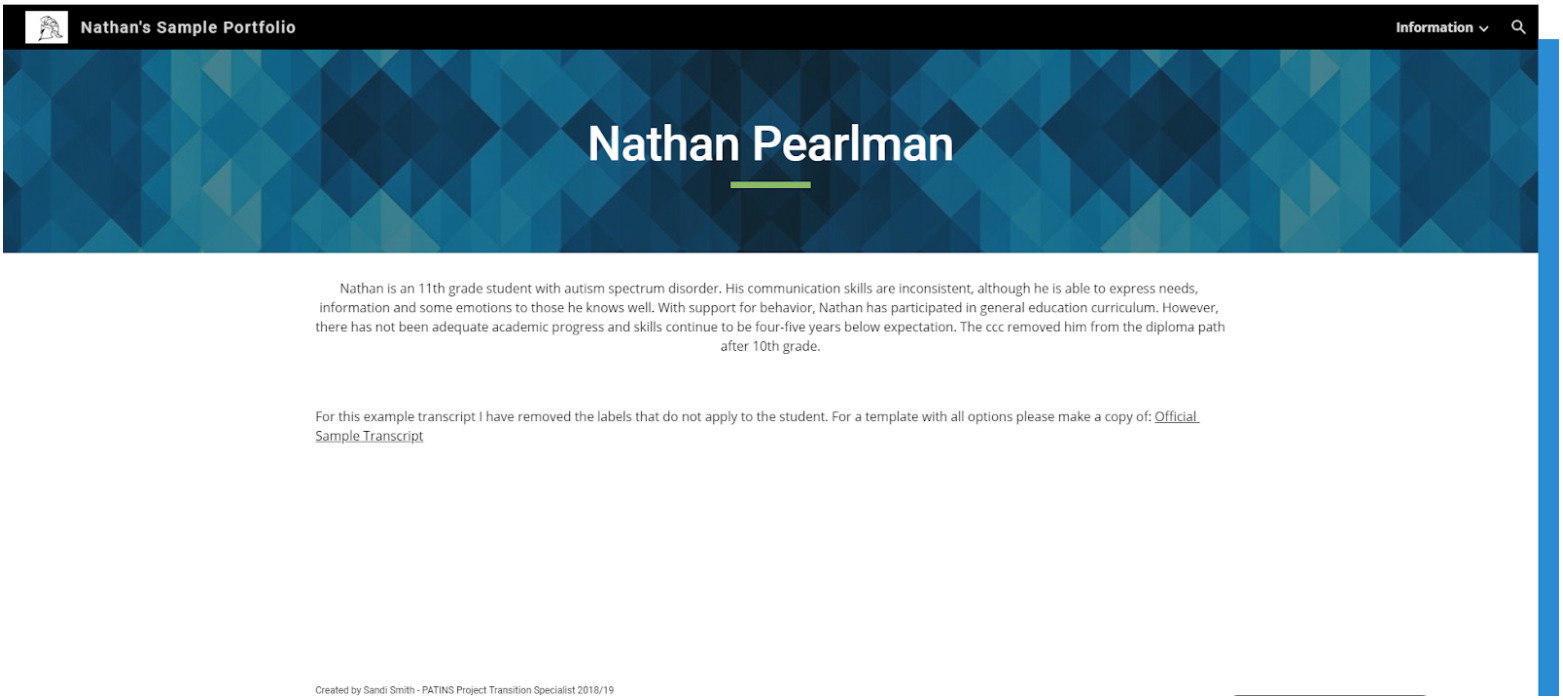
Nathan is working on the Certificate of Completion and is expected to graduate in four years.

Nathan's e-Profile: https://indiana.kuder.com/npearlman2020/my-e-profile

Four Year Plan Using Google Sites

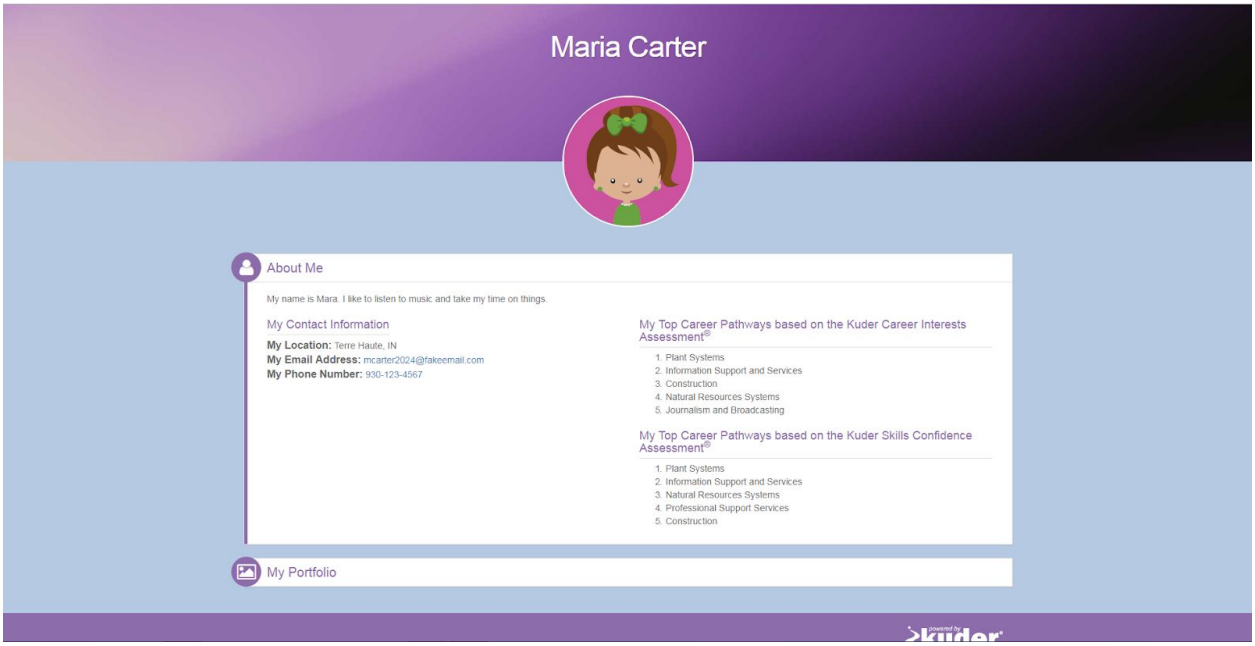
[Nathan's Course Plan]

Nathan is an 11th grade student. He was originally working towards a CORE 40 diploma, but the Case Conference Committee determined Nathan needed to move to the Certificate of Completion.



Nathan's Portfolio: https://sites.google.com/ciesc.k12.in.us/sampleportfolio/information

Six Year Plan Using Indiana Career Explorer



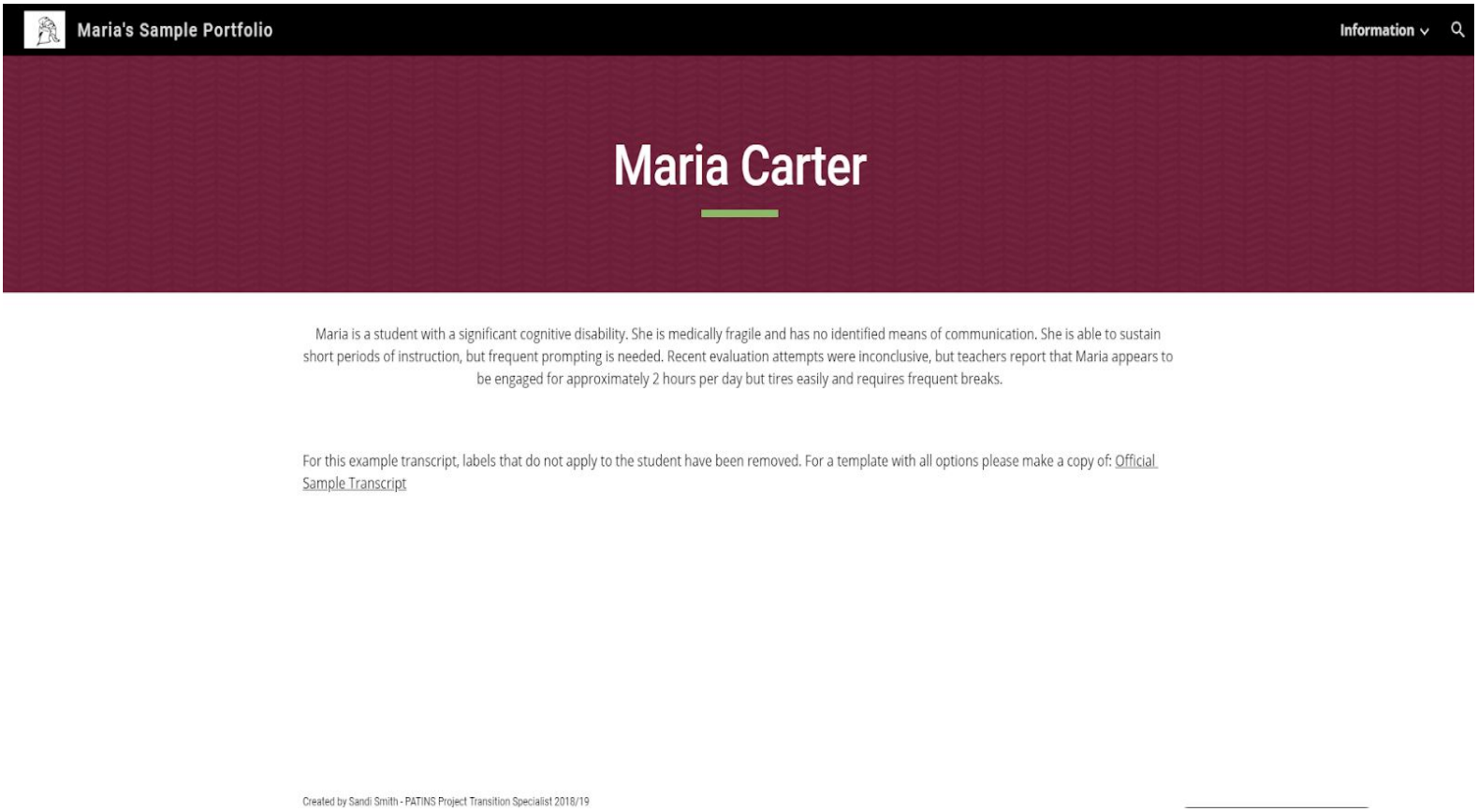
Maria is working on a Certificate of Completion and is expected to graduate in six years.

Maria's e-Profile: https://indiana.kuder.com/mcarter2024/my-e-profile

Six Year Plan Using Google Sites

[Maria's Course Plan]

Maria is a 9th grade student. She is medically fragile and her case conference committee has determined the Certificate of Completion is the best option for her. The CCC believes she will require additional time to complete the Certificate of Completion, so they have created a six-year plan for her.



Maria's Portfolio:
https://sites.google.com/ciesc.k12.in.us/mariassampleportfolio/information

Resources and Useful Links

Graduation Pathways

Indiana's Roadmap for Student Success

Article 7

Article 7 Summary of Performance Excerpt

Certificate of Completion Information

Indiana Career Explorer website

Google Sites Template

Directions on how to access and copy a Student Activities Resume Template

Student Activities Resume Sample

Indiana Secondary Transition Resource Center Assessment Matrix website

Transition Portfolio FAQs

Changes Made to this Document - As changes are made to this document this page will be updated

Student Activities Resume Sample

Michael Smith *
123 E Apple St
Finn, IN 46999
(555) 989-0010
mfsmith04@gmailfake.fake.com

Honors & Awards

April 2023	Defining the Odds Senior Award
October 2021	1st Quarter 100% Attendance
January 2020	Honor Roll
January 2019	AB Honor Roll
October 2018	1st Quarter 100% Attendance

Activities/Athletics

September 2018-May 2023	Best Buddies
September 2018- May 2023	Martial Arts

Other Educational Experiences

January 2023-May 2023	Job Shadow as an Engineer at XMen Enterprises
September 2022-December 2022	Job Shadow as a Graphic Designer at Marvel INC

Volunteer Experiences

September 2017- May 2023	St. Luke's Church- handed out Sunday morning bulletin
October 2018	Rake a thon with St. Luke's Youth Group

*Michael Smith is not a real person. The information provided in this document is for example purposes only.

Article 7 Summary of Performance Excerpt

511 IAC 7-43-7 Summary of performance Sec. 7.

(a) A public agency must provide a student with a summary of the student's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting the student's postsecondary goals, when a student:

(1) graduates with a high school diploma as defined in 511 IAC 6-7.1-1(e);

(2) leaves high school with a certificate of completion; or

(3) exceeds the age eligibility for special education and related services under this article.

(b) A public agency may provide a student with a summary of performance when the student withdraws from high school after:

(1) an exit interview is conducted; and

(2) the student's parent and principal consent to the withdrawal as specified in IC 20-33-2-28.5(b).

(c) Leaving high school with a certificate of completion or withdrawal from high school as described in IC 20-33-2-28.5 does not extinguish a student's eligibility for special education and related services.

(d) A summary of performance should include, but not be limited to, the following items:

(1) Basic demographic information about the student.

(2) Postsecondary goals that:

(A) take into account the student's educational program; and

(B) reflect the:

(i) interests;

(ii) preferences; and

(iii) strengths; of the student.

(3) A summary of the student's academic achievement and functional performance. Information that can be used to prepare the summary includes, but is not limited to, the following:

(A) An academic transcript.

(B) Academic assessment results.

(C) Assessments of functional skills or adaptive behavior that explain a student's ability to:

(i) live;

(ii) work; and

(iii) access the community.

(D) Workforce readiness assessments, career exploration, internships, cooperative education experiences, or workforce credentials under IC 20-32-4-4(6)(A).

(4) Recommendations to assist the student in meeting postsecondary goals, including accommodations, modifications, or assistive technology utilized by the student and identified by the student as particularly helpful or necessary to meet academic or functional goals, or both.

Changes Made to this Document

Date Change(s) were made	Change(s) Made
April 10, 2019	Guidance Document Released