Transition Portfolio Guide

For Students with Individualized Education Programs

Updated November 2024

Student Information

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Introduction

This document provides guidance for the development of transition portfolios[1] for Indiana students with Individualized Education Programs (IEPs). There is no one way to create a transition portfolio, and teams may use multiple methods to develop them for their students.

Transition portfolios must be completed by all students working toward earning an [alternate diploma](#) or certificate of completion. Transition portfolios may serve as a way for other students who are earning a diploma to demonstrate employability skills to satisfy Indiana's Graduation Pathways requirements. The Indiana Department of Education's (IDOE's) Office of Special Education worked with a broad-based stakeholder group to identify potential portfolio options:

- A Google Sites template;
- A Google Slides template;
- A Microsoft PowerPoint template; and
- Wix.com, free-to-educators platform.

During the 2022-2023 school year, the alternate diploma course requirements took effect. The alternate diploma course of study includes a portfolio component to demonstrate a student's academic skills and employability. While the certificate of completion is now a locally awarded certificate, it is best practice to include a transition portfolio in the course of study to ensure that employability skills and characteristics are visible to future employers.

Based on the alternate diploma course-of-study requirements, the transition portfolio is comprised of four areas. The artifacts included in each component must 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 four areas of the portfolio include artifacts reflecting the student's strengths and areas of support needed. There will likely be overlapping artifacts within each section of the portfolio.

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[1] While the transition portfolio contains much of the same information that is required by 511 Indiana Administrative Code 7-43-7 (summary of performance), **the transition portfolio may not serve as, nor does it replace, the summary of performance requirements**.

The portfolio must be student-centered. While the components of the framework will be the same for all students, the artifacts within the four areas must be specific to each student who is completing, or who is being assisted in completing the portfolio.

The portfolio is developed over time, starting with the student's first transition IEP, and is updated regularly throughout high school as the student achieves the transition IEP elements (e.g., accomplishes the identified transition services). Students should participate in the creation of their portfolios to the full extent that they are capable. Parents are also an important resource in the creation of the portfolio. A parent can offer valuable insight and help prioritize information needed to develop a strong and cohesive representation of the student across their school life and beyond. Additionally, if a student is working with a pre- ETS (Employment Transition Services) provider, it should be noted that these providers also create a resource similar to the portfolio with the student. In this case, one portfolio can be created between the student, teacher, and the pre-ETS provider.

IDOE's Office of Special Education encourages input and feedback on how to improve future iterations of this resource. Contact IDOE's Office of Special Education with any feedback or questions.

Portfolio Components
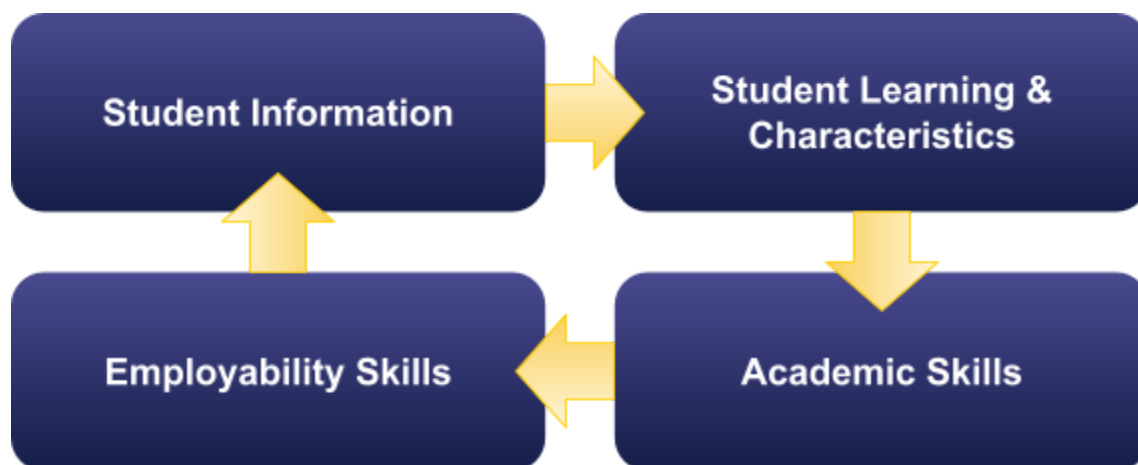
Student Information

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 - A template is available here.

- Extracurricular activities (in and out of school)
- Awards/major accomplishments (in and out of school)

Student Learning Characteristics

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

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…

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 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](#)
  - ○ 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. Employability skills are those that all employers find necessary in order to find employees and sustain their employment. The skills are described within IDOE's [Employability Skills Standards](#) and include these four key areas:

- Mindsets;
- Work Ethic;
- Learning Strategies; and
- Social and Emotional Skills.

Items 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 - Indiana University](#)
  - [Elective Class Reflection Form - Indiana University](#)
  - [Job Shadow Feedback/Reflection Form](#)
- Other Assessments:
  - [Social and Vocational Abilities Listing - Indiana University](#)
- 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)

How to Create the Student Transition Portfolio

Progressing through the Portfolio

The portfolio should be constructed based on age and rigor of courses throughout a student's high school career. IDOE's Office of Special Education suggests the following progression throughout a student's time in high school. Student portfolios are developed beginning when a student is entering grade nine or becoming 14 years of age; whichever occurs first, or earlier if determined appropriate by the case conference committee (CCC).

Google Sites Template

A Google Sites template has been created to be used by students who need an alternative way to present their portfolio. Below are the steps to make the template your own.

Please be sure to follow the steps correctly, or the template will be deleted. Contact IDOE's Office of Special Education if you experience any technical issues when using the template.

Step 1: Have students log onto their personal or school Google account. If they do not have a Google account, please create one. Access step-by-step instructions to create a Google account and Gmail email account here. Students should use their personal Google accounts to access their portfolios once they have left school.

Step 2: Go to the Transition Portfolio Resources folder.

Step 3: Click on the Portfolio Templates folder.

**Step 4:** Right click on the TEMPLATE.

Step 5: Select "Make a copy." A copy of the template will appear in your My Drive. You will be able to move the template from there.

If you want to make copies of your template once you have followed the directions above, open your template and follow these instructions:

- Select the three vertical dots in the upper-right-hand corner next to the 'Publish' button. From the drop-down menu, select 'Make a Copy.'

- In the pop-up box, retitle the Google Site with the student's first and last name transition portfolio. *Ex: If their name was Fred Flintstone, then the site would be labeled: "Fred Flintstone Transition Portfolio."*
- After the site has been retitled, click the 'Ok' button.
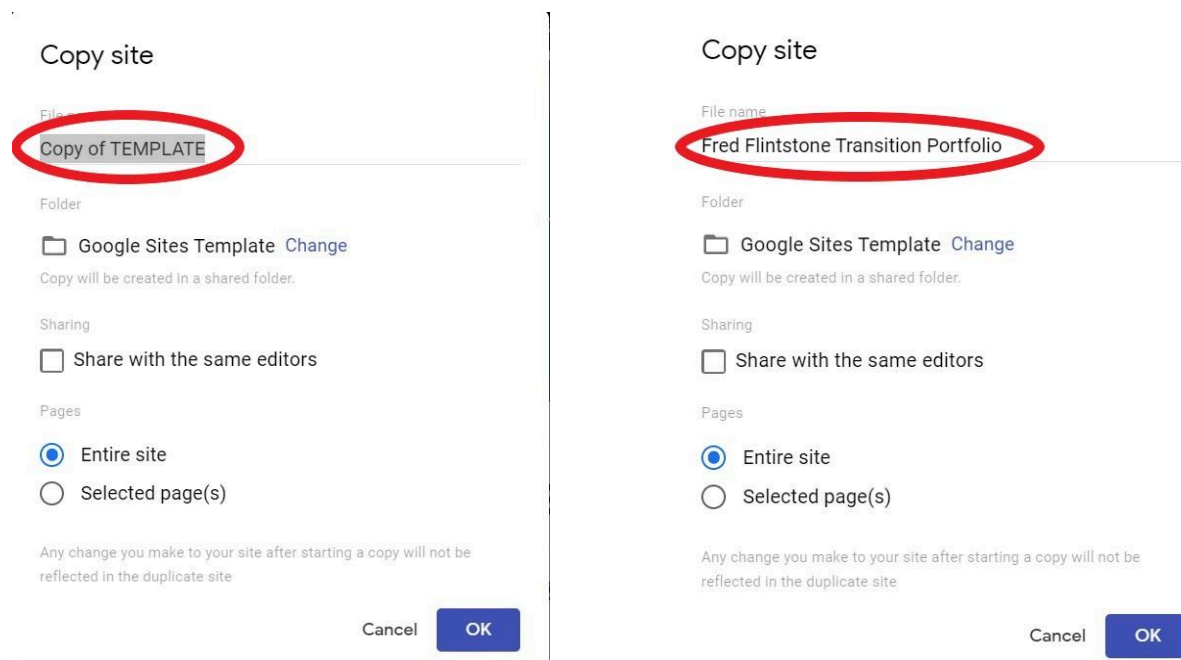
- Record the website address to share the completed portfolio with additional staff as necessary. Begin completing the portfolio.

Google Sites Examples*

Please note that the students mentioned in the examples are not real students. The 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 Certificate of Completion information posted on IDOE's Office of Special Education Moodle Community.

Four-Year Plan Using Google Sites

Nathan is a grade eleven student. He was originally working towards a CORE-40 diploma, but the CCC determined Nathan needed to move to receive the certificate of completion.

- Nathan's Portfolio

Six-Year Plan Using Google Sites

Maria is a grade nine student. She is medically fragile, and her CCC 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

Google Slides and Microsoft PowerPoint Templates

For students or school districts that wish to use a different platform than Google Sites to create a portfolio, there is a Google Slides and/or Microsoft PowerPoint template.

- Google Slides Template

The link above will open a new page that prompts you to click on a blue button that states "Make a copy." Click on the blue button to make a copy of the template. Once a copy has been made, the template may be edited to suit the needs of the student.

- Microsoft PowerPoint Template

This template is available on IDOE's Office of Special Education Moodle Community. If you do not have the enrollment key, the link to the template will not work. Please contact IDOE's Office of Special Education to join the Moodle Community.

Resources and Useful Links

- How to Develop A Transition Portfolio - IRIS Center
- Indiana Secondary Transition Resource Center Assessment Matrix - Indiana University
- Transition Tennessee - Requires users to create a free account to access materials
- South Dakota Department of Labor and Regulation's Career Wonders Inventory and Materials
- TransCen - Positive Personal Profile, Life Skills Assessment, and More

Appendix I: Student Activities Resume Sample

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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.