Information Intersections in the Transition Portfolio and Transition IEP

The Transition Portfolio and Transition IEP should work together to provide information about the student's strengths, preferences, interests, and needs related to employment, education, and independent living. The IEP guides the education and activities leading to the student's postsecondary goals. The portfolio is a presentation document positively displaying the student's abilities, accomplishments, needed supports, and postsecondary goals. This document illustrates IEP content that may be used in portfolio components *(Student Information, Student Learning Characteristics, Academic Skills, Employability Skills).*

This document is intended to assist the educator in identifying IEP information that may be used to create or produce a portfolio artifact. It is designed to assist the educator, in other words, to translate what is contained within the IEP into a portfolio artifact. Keep in mind, stakeholders (educators, Pre-ETS providers, students, families, employers, others) may all cooperatively contribute to and populate information into the student portfolio. Additionally, educators and students have creative license to create artifacts in a way that relays the individual student's story.

Document Organization:

1. The far-left column represents broad sections of the IEP (Student Information/Strengths of the Student, Present Levels of academic and functional performance / Progress Monitoring Data, Summary of Transition Assessments, Transition Services and Activities, and Annual Goals.
2. The second column from the left represents the four Indiana transition portfolio domains (Student Information, Student Learning Characteristics, Academic Skills, and Employability Skills).
3. The third column from the left broadly describes information generally found in the identified IEP section located in the same table row.
4. The far-right column represents suggested Indiana transition portfolio artifacts that may be created using the information found in the previous column (third column from the left).

Color coding is used throughout this document. Each color (red, purple, green, etc.) indicates that an information source in the IEP coordinates with an equivalent artifact section in the portfolio. For example, given each Section of the Transition IEP (first column), information from that section can be used to create an artifact in the designated Section of the Portfolio (second column). In the third column, red-colored text might be used to craft an artifact in the portfolio (fourth column). The colored text in the fourth column are suggestions for artifact creation; there are a multitude of possibilities.

Section of the Transition IEP	Section of the Portfolio	Information in this IEP section relevant to the Transition Portfolio	Artifacts that could be used in the Indicated Component Section of the Portfolio *(Student Information, Student Learning Characteristics, Academic Skills, Employability Skills)*
Student Information Strengths of the Student	Student Information (Basic Demographics, About Me, Activities Resume)	Check general student information on both documents for accuracy. • Basic demographic information such as name, address, telephone, and email. • Broad or high overview introduction of the student, such as can be found in Strengths of the Student, Progress Monitoring Data, or Speech and Language (Student Information section of the portfolio/About Me. • An Activities Resume (Student Information section of the portfolio/Activities Resume). Pull information from the IEP about the student's extracurricular activities (in and out of school) and awards/accomplishments (in and out of school). Pull information about the same from peers, other colleagues, conversations, or parents.	■ Create a cover page for the portfolio featuring the basic demographic content, including a photo/headshot of the student. ■ In narrative form, describe the student's hobbies, interests, and general preferences. This can be a short paragraph, populated into the portfolio using Google Sites' available features. ■ Place a photo next to the text section above illustrating those hobbies, interests, and general preferences. These can be pictures the student gathers from any source. ■ Written paper from the student describing family, living environment, hobbies, preferences, and/or interests (SPIN). ■ Use the Activities Resume template provided by IDOE, complete that resume, and upload it into the About Me section of the portfolio. Use this link to create a copy of the Activities Resume.

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Present Levels of academic and functional performance/Progress Monitoring Data Any section of the Postsecondary summary of transition assessments for Employment/ Education & Training/ Independent Living	Student Learning Characteristics	Information for this portfolio domain may be found in multiple sections of the IEP including PLAFP, Academics, Social Skills/Behavior, Life Skills, Concerns of the Parent, Reasons of Eligibility Determination, Special Considerations, or Behavior Concerns. • General student strengths • Specific student strengths • General student weaknesses/areas for growth • Specific student weaknesses/areas for growth • Learning preferences: What are the ideal conditions of environment and instructional technique that work best for the student, including the use of assistive technology or accommodation? • Communication preferences: What are the optimal communication methods used by the student? What support does the student need to effectively communicate? • Student strengths and preferences related to academic skills. • Academic ability and progress • Ability to seek support and resources. • Work ethic	Any information contained in any section of the IEP describing the student's strengths and areas of support needed can be used to create a portfolio artifact. Develop into an artifact (narrative summary) information received from family, student support systems, or others who know the student well and bear on student learning and characteristics. Have students respond to the following prompts (verbally, in writing, via assistive technology, or through others who know the student well): • What do I do well? I am good at… • What do I struggle with? I need to improve on… • How do I learn best? I learn best when… • How do I communicate best? I communicate best when… Other artifacts • Learning Assessments • Personality Assessments • Communication Summary Form • Elective Class Reflection Form • Career/Job Initial Review Form • Job Shadow Feedback/Reflection Form • AIR Self-Determination Assessments for Students, Parents, and Educators • Career Cluster Interest Survey • Social and Vocational Abilities Listing Other authentic assessments may be used to describe student learning and characteristics. Examples might include conversations with parents/students/colleagues/employers, task-analysis, observations, and other teacher-created assessments/information collecting. If the assessment yields information about the student's learning characteristics, that assessment can be crafted into a portfolio artifact for this domain.

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Summary of Transition Assessments	Student Learning Characteristics
	
	Academic Skills
	
	Employability Skills
		• Postsecondary goal statements resulting from each (newest) transition assessment.
		• Any new information learned about the student through transition assessments.
		• Any new, emergent, or continuing themes identified in the summaries of transition assessments regarding Employment/Education/Independent Living.
		
		• Strengths, preferences, interests, and needs **(SPIN)** identified in the summaries of transition assessments regarding Employment/Education and Training/Independent Living.
		• Summative results from each transition assessment relevant to postsecondary goals.
		
		• Any academic skills gleaned from a transition assessment such as:
		  o Ability to follow directions.
		  o Information about the student working in a team environment.
		  o Information identified regarding needed accommodations.
		
		• Any employability skills gleaned from a transition assessment, such as:
		  o Ability to seek out needed information.
		  o Work ethic
		  o Employment history
		  o Evaluation or assessment information completed by employer or coworker.
		  o Attendance/punctuality information
		  o Task analysis information related to employment or job tasks.
		  o Observation information about the student following directions.
		  o Information about the student working in a team environment.
		  o Information identified regarding needed accommodations.
		
		• Peer and self-assessment tools about (fill in the blank) may be developed as a transition activity. These can be tailored to explore learning characteristics, academic skills, and employability skills and, as such, bear on all postsecondary goal domains
			The name and results (or what the student learned from each transition assessment can be crafted into a portfolio artifact. **This can be crafted using a short narrative description, pictures, or a video. Once that artifact is crafted, it can be placed into the appropriate portfolio domain.**
			For example:
			■ Student Learning Characteristics
			  • Written summary of results from any transition assessment that answers any of the questions (What do I do well? What do I struggle with? How do I learn best? How do I communicate best?)
			  • Educator's observational report about learning style and characteristics, as witnessed or observed during completion of any transition assessment.
			  • Student interview information about learning preferences
			  • Parent/family member disclosures/conversations/interviews summarized (2-4 sentences) regarding student learning preferences.
			  • Employer or job coach summaries regarding how the student learns best at work.
			■ Academic Skills/Academic Skills
			  • Written summary of results from any transition assessment indicating or illustrating academic strengths/accomplishments or weaknesses/support needs.
			  • Educator's observational report about academic skills, as witnessed or observed during completion of any transition assessment.
			  • Student interview information about their actual or perceived academic strengths and accomplishments.
			  • Parent/family member disclosures/conversations/interviews summarized (2-4 sentences) regarding student academic strengths and accomplishments.
			  • Employer or job coach summaries regarding how the student applies academics at work.
			■ Employability Skills/Employability Skills
			  • Written summary of results from any transition assessment that illustrates a student's career interests, areas of career exploration completed, student's reactions to potential career pathways, or any of the Indiana Employability Skills Benchmarks.
			  • Educator's observational report about student career pathways interests or employability skill benchmarks, as witnessed or observed during completion of any transition assessment.
			  • Student interview information about career pathways interests.
			  • Parent/family member disclosures/conversations/interviews summarized (2-4 sentences) regarding student's career pathways interests, work experiences, or employability skill benchmarks.
			The following, among a few, may be included as a portfolio artifact for the Employability Skills domain.
			  • Employer or job coach summaries regarding student's performance or how they learn best at work.
			  • Employment history report
			  • Evaluation or assessment information completed by employer or coworker.
			  • Job attendance/punctuality report
			  • Task analysis related to employment or job tasks.
			  • Observation report about the student following directions.
			  • Report about the student working in a group environment.
			  • Transferable skills and soft skills such as social and emotional competencies
			A short description of the student's adaptive behavior skills from transition assessments related to employment can be added as a portfolio artifact for the Employability Skills domain and include, to name a few:
			  • Communication Skills
			  • Problem-Solving Skills
			  • Interpersonal Skills
			  • Flexibility
			  • Resilience
			  • Time Management
			Narrated results, an illustrative photo, or a video resulting from a peer or self-assessment transition assessment may be crafted as a portfolio artifact for Student Learning Characteristics, Academic Skills, or the Employability Skills domain.

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Transition Services and Activities		• Description of the intended goal of any given transition service/activity.
		• What the student accomplished during any given transition service/activity.
		• What the student learned/narrative results of any given transition service/activity.
		• An activity that assists the student in exploring their learning style(s).
		• An activity that assists the student in determining their education or academic plans after high school and gives information about the learning characteristics (Students may choose a certain college because of their teaching strategies and style).
		• An activity that assists the student in finding a path, staying on the path, or finding a new path in relation to their employment postsecondary goal.
		• Information about an employment-related activity such as:
		    o Internship
		    o Job Shadowing
		    o Community Job Experience
		    o In-school Job
		• An activity that assists the student in identifying or developing their postsecondary independent living goals. These activities might include the exploration of skills needed for independent living such as managing finances, scheduling health-related appointments, identifying meaningful leisure pursuits, mapping preferred neighborhoods, how to be a wise consumer of goods and services, etc.
		Peer and self-assessment tools about (fill in the blank) may be developed as a transition activity. These can be tailored to explore learning characteristics, academic skills, and employability skills and, as such, bear on all postsecondary goal domains.
			Transition services and activities, once stated in the IEP and achieved by the student, become an accomplishment, and may be documented as an artifact. That artifact may be appropriate for multiple portfolio domain areas.
			• A photo or video (supporting documentation) of the student completing all or part of the transition service/activity is a portfolio artifact.
			• A short narrative summary (supporting documentation) of the results of all or part of the transition service/activity is a portfolio artifact.
			Examples of artifacts that may be created from a transition activity that assists the student in exploring their learning style(s) might include, but not be limited to:
			• List of community trips that are connected to the student's learning characteristics.
			Examples of artifacts that may be created from a transition activity that assists the student in finding a path, staying on the path, or finding a new path in relation to their education or academic plans (postsecondary education/training) might include, but not be limited to:
			• A college visit report
			• Postsecondary college/school comparison
			• Vocational coursework (CTE project examples in CTE, microcredentials, certifications)
			Examples of artifacts that may be created from a transition activity for the Employability Skills (postsecondary employment goal) domain might include, but not be limited to:
			• A resume, either traditional or alternative/visual
			• Example of a job schedule
			• Summary of an employer interview
			• List of watched career videos with learning summary
			• List of questions and answers from a career interview
			• A written student reflection about their hoped-for future employment
			• List of community job sites the student participated in
			• List or description of employment activities such as an internship, job shadowing, community job experience, in-school job, or mentorship.
			• Work ethic
			• Ability to seek support and resources.
			• Accommodations needed for successful work.
			When the transition activity is written to support the student's independent living goals (postsecondary independent living goal), an artifact that could be appropriate for Student Learning Characteristics, Academic Skills, or the Employability Skills domain may be created.
			Narrated results, an illustrative photo, or a video resulting from a peer or self-assessment transition assessment may be crafted as a portfolio artifact for Student Learning Characteristics, Academic Skills, or the Employability Skills domain.

Section of the Transition IEP	Section of the Portfolio	Information in this IEP section relevant to the Transition Portfolio	Artifacts that could be used in the Indicated Component Section of the Portfolio *(Student Information, Student Learning Characteristics, Academic Skills, Employability Skills)*

Annual Goals	Student Information
	
	Student Learning Characteristics
	
	Academic Skills
	
	Employability Skills
		The annual goal statement, including the skill and measurement.
		
		Present Level regarding each annual goal.
		
		Specially Designed Instruction regarding each annual goal.
		
		Which postsecondary goals the annual goal has been written to support.
		
		Progress Monitoring Design Metric
			Any supporting documentation, photo, or video (you may create another format) about the student achieving their annual goals can be created as a portfolio artifact.
			
			Likewise, any descriptive documentation regarding the support a student may need to achieve the annual goal can be created as a portfolio artifact.
			
			Annual goals, once stated and achieved, become an accomplishment, and may be documented as an artifact. That artifact may be appropriate for multiple portfolio domain areas.
			
			Data from annual goals related to learning characteristics, academic skills, and employability skills can be crafted into a portfolio artifact. These artifacts may include, but not be limited to:
			  o List of targeted annual goals related to student's employment preferences.
			  o Papers, projects, writing samples.
			  o Assignment examples
			  o Examples of work in classes related to employment (ELA, Math, CTE)
			  o Group project examples
			  o Descriptive progress monitoring documentation
			  o List of identified prompts necessary for student success.
			  o Video and audio clips
			  o Images, photographs
			  o Academic awards
			  o Certifications
			  o Microcredentials
			  o Grades
			
			The annual goal statement, including the skill and measurement:
			  • Annual goal statements, briefly summarized in a narrative format (4-5 sentences in totality combining all annual goals) can be used as a portfolio artifact in the appropriate domain.
			
			Present Level regarding each annual goal:
			  • Comparison of present level and level upon successful attainment of an annual goal can be briefly summarized (2-3 sentences) and added as a portfolio artifact in the appropriate domain.
			
			Specially Designed Instruction:
			  • Specially designed instruction relative to any given annual goal can be used to create a portfolio artifact.
			  • Specially designed instruction descriptions will be populated as an artifact in the Student Learning Characteristics domain.
			
			Which postsecondary goals the annual goal has been written to support:
			  • Depending on the postsecondary goal each annual goal supports, this will give you direction as to where, in the portfolio, an artifact might be created from information about that goal.
			  • Annual goal information related to employability skills can be crafted as a portfolio artifact for the Employability Skills domain.
			  • Annual goal information related to independent living can be crafted as a portfolio artifact for the Student Information (About Me section) domain or the Student Learning Characteristics domain.
			  • Annual goal information related to academic skills can be crafted as a portfolio artifact for the Academic Skills domain.
			
			Progress Monitoring Design and Metric:
			  • When you track a student's performance of their skill-based annual goals you are creating an artifact.
			  • You may use the design/metric from the annual goal itself as an artifact (description, single point, etc.). You may copy/paste that metric directly into the portfolio as an artifact, or you may write a short (2-3 sentence) description of the metric results as the portfolio artifact.

Contact us at **instrc@iu.edu** or 812-855-6508 with your feedback, comments, and questions.

Scan the QR Code below to explore additional resources from the Indiana Secondary Transition Center (INSTRC) website.

instrc.indiana.edu

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