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Begin Your Transition Portfolio*



TRANSITION OBJECTIVE

Students will evaluate their progress by completing the **Self-Esteem Review** and starting their **Transition Portfolio** by inserting the first work sample.

RELEVANCE TO SUCCESSFUL TRANSITION

One of the most important activities in developing strongly positive self-esteem is evaluating personal progress. Effective evaluation includes a review of new learning, assessment of present levels of performance and building a portfolio of work samples.

INSTRUCTIONAL SEQUENCE

☐ STEP 1: Update Journal

Taking tests makes me feel . . .

☐ STEP 2: Convene Roundtable

"The quality of work I have completed so far in this class is ____."

☐ STEP 3: Advance Organizer

"Today we will review what we have learned so far and you will begin your **Transitions Portfolio**."

☐ STEP 4: Activity - 5 Minutes

Tell students that in this class they will not take formal tests but will be evaluated in other ways. Every five or six lessons, students will complete an authentic assessment process that includes

a review of new lessons, answering assessment questions about lessons and adding work samples to their **Transition Portfolio**. These lessons are entitled **Assess Progress** and **Build Your Transition Portfolio**.

☐ STEP 5: Activity - 40 Minutes

Introduce the **Transition Portfolio** by showing an example of a portfolio (three-ring binder, file folder, electronic file or PowerPoint) that contains the **Transition Portfolio** title page with your name, position, school, year, class title and period and the handout from Lesson 3. Explain that students will add information to their own portfolios throughout the course. Students can have hard copy or electronic versions.

To review information from the first seven lessons, have students work in pairs for 10 minutes to complete the **Self-Esteem Review**. Go over the answers with the class. Direct students to start their portfolios with their completed **Transition Portfolio** title sheet, the **Basic Human Needs Check Sheet** from Lesson 3 and the completed **Self-Esteem Review**. In the next lesson, students will complete the **Assessment & Portfolio Guide**. Each of the **Assessment & Portfolio Guides** found in the four units in Personal Management will be included in the **Portfolio**.

☐ STEP 6: Evaluate Outcomes

My portfolio will be valuable to me because
"_____"

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PERSONAL MANAGEMENT: Unit 1
LESSON 8

Transition Portfolio

Personal Management Units:

- Winning with Personal Power
- Choosing the Best Career for You
- Maximizing Your Options & Opportunities
- Advocating for Your Future

Name: _____

School: _____

Class: _____

Date Began: _____

Date Completed: _____

Signatures:

Student	Date
Teacher	Date

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* Skip or briefly review Step 1 through the first half of Step 5 if completed in the preparation unit.

❑ STEP 7: Connecting Activity

Have students discuss the meaning of the following two quotes:

1. "The beginning is always now."

—Roy T. Bennett

2. "Be confident and courageous when you are about to make a start. Courage is key."

—Israelmore Ayivor

❑ Transition Portfolio & Summary of Performance:

For students with an IEP, a Summary of Performance (SOP) is required at graduation or when they leave school. The SOP is a process for collecting information about the student's academic and functional performance levels. Information in the SOP is needed for establishing eligibility and recommendations for reasonable accommodations in postsecondary settings.

As they complete lessons in *The Transitions Curriculum*, students will develop their **Transition Portfolio**. This portfolio is an important part of the process for gathering

the information and materials needed to complete the SOP. The completed **Transition Portfolio** will then provide the information needed for the student and teacher to complete the SOP form, which can be found at your state department of education website. For additional information about the SOP, including the National Transition Documentation Summit SOP Template, go to www.dcdt.org.

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PERSONAL MANAGEMENT: Unit 1 LESSON 8

Self-Esteem Review

- Self-esteem or how you feel about yourself is one of the five basic human needs. Name two more of the five that you feel are being met right now.

- The Self-Esteem Circle has three parts that affect each other. If a person thinks negative thoughts about themselves, how will they feel about themselves? What effect will these feelings have on the person?

- On the Road to Personal Power, which area is your greatest strength?

- Mark "L" beside those examples that show LOW self-esteem and that others are in control. Mark "H" beside those examples that show HIGH self-esteem and that you are in control.

_____ put yourself down	_____ do not do your best
_____ know your gifts	_____ critical of others
_____ accept your mistakes	_____ hold grudges
_____ forgive others	_____ win/lose attitude
_____ do not keep your word	_____ value how you treat yourself

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KEY WORDS

portfolio

self-evaluation

reflection

think

realize

MATERIALS AND PREPARATION

- Student Handouts: **Transition Portfolio**, page 27; **Self-Esteem Review**, page 28.
- Prepare a sample of the **Transition Portfolio**.
- Become familiar with self-esteem concepts.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Knowing How to Learn, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management