

## **Handout #2: Digital Transition Portfolio Checklist**

### **Directions:**

Your task is to create a Digital Transition Portfolio in preparation for beginning postsecondary studies or employment.

**What is a 'Digital Transition Portfolio'?** It is an electronic portfolio that you can create to collect and showcase documents and artefacts related to your education. At a minimum, your portfolio needs to provide your next set of instructors or employers with background information on you and your learning needs and style. You may wish to store this digital information on a memory stick or a portable hard drive with encryption. While cloud storage can provide easy access and backup security, be aware that there may be privacy concerns with using these kinds of services.

**Who can help me with the 'Digital Transition Portfolio'?** Your parents/guardians, case manager, teachers, and office administration staff can all help to locate information and copies of the documents that you need.

**Should the information be in digital or paper form?** The goal of this project is to create a digital portfolio. By ensuring all of your documents are scanned and in electronic form, it will be easier to share this information when it comes time, as well as keeping track of it. However, please consider keeping a back-up of paper copies. There are times when an original form is required and it can happen that a digital storage system fails.

**When is the right time to begin assembling my digital transition portfolio?** Anytime, but it is highly suggested that you begin assembling the portfolio by the end of your Grade 11 year so that it is ready for when you begin applying for post-secondary studies or employment in Grade 12. This portfolio can also be particularly helpful for accessing Employment Services. Please note that the portfolio should be viewed as an ongoing portfolio that you regularly update and revise.

**Questions to Consider as you assemble your Digital Portfolio:** Black (2010) suggests that you consider the following three questions as you design your portfolio:

- a) Will your portfolio be used for employment or education?
- b) Do you want your portfolio to showcase your needs and skills in relation to your IEP, or do you want to further develop it to showcase all of your skills and learning?
- c) Do you want this portfolio to serve as a history of personal data related to your learning disability, or do you want to also use it to demonstrate reflection, progress, and growth in your overall education?

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**Checklist of steps to follow in order to create the Digital Transition Portfolio (DTP)**

(Adapted from Black, 2010):

- Choose a digital medium for storing your DTP (memory stick, cloud based storage, school secure network, or personal electronic device)
- Establish the purpose and audience of your DTP
- Collect and select documents, work samples, artifacts, photos, and videos for inclusion in the DTP (a suggested list is provided below)
- Scan your documents or take photos/videos as needed and upload the files
- Create a system of folders to store and organize all of your files. Pay particular attention to naming files correctly and professionally. It may be appropriate to create a presentation with some of the files- depending on your purpose and audience
- Prepare to share the portofolio with your Case Manager for feedback. Reflect about the content, organization, and presentation of the information.
- Update your portfolio as necessary, but at least once per year.

**Checklist of Documents, Files, and Artifacts to include in your Digital Transition Portfolio (DTP)**

Documents/Files/Artifacts for Inclusion	Why it is important?
<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Education Number (PEN Number)</li> </ul>	<p>Your PEN number can usually be found on your report card, or can be provided by the school office. This is your official student number which you will need to share transcripts and educational information with future post-secondary institutions (PSI).</p> <p><b>Note: This is a confidential number that you should keep private.</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recent Report Cards</li> </ul>	<p>Keep copies of recent report cards and pay careful consideration to the comments. These comments may serve as evidence of some of the accommodations that you have accessed.</p>

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<p>❑ Current Individual Education Plan (IEP)</p>	<p>This document demonstrates that you have a learning disability and should list the key accommodations and services that you receive in school.</p> <p><b>Note: Ensure that your Case Manager has listed the key accommodations that you access on your IEP as PSIs (and possibly employers) may use this list as evidence of supports you have received in the past and likely benefit from in the future.</b></p>
<p>❑ Psycho-Educational Assessment Report and related documentation of eligibility for special education services.</p>	<p>Usually completed by a Registered Psychologist or School Psychologist, a psychoeducational assessment report describes the testing that you have undergone and contains the diagnosis of a learning disability. In order to apply for accommodations, many PSIs will want to have a copy of this report. It is the evidence that you have a learning disability and often lists key accommodations that you should be accessing.</p> <p><b>Note 1: Pay careful attention to the date when this assessment was last completed if applying for services at a PSI. Some PSIs may require an updated assessment if yours is too old. You will need to check with the PSI where you are applying to determine this.</b></p> <p><b>Note 2: If your assessment will be older than five years old by the time you graduate, you and your parents may wish to advocate for an updated assessment from the school. Some PSIs may not consider an older assessment valid and may require an updated assessment of your abilities.</b></p>
<p>❑ Lists of typically used accommodations in school or work experience programs, IEP summaries, or Accommodations Student Cards</p>	<p>Usually designed for teachers, these brief summaries and overviews can often be very helpful for a future instructor or a potential employer to understand your learning disability and the kinds of accommodations that you have accessed.</p>

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<ul style="list-style-type: none"> <li>❑ High School Transcripts</li> </ul>	<p>Connect with your school counsellor about how to download copies of your transcript.</p>
<ul style="list-style-type: none"> <li>❑ Lists of typically used adaptive technology/software (if applicable).</li> </ul>	<p>If there are specific apps/programs or devices/equipment that you use, ensure that these are documented in your DTP.</p> <p><b>Note 1:</b> Consider contacting the university early to find out what kinds of assistive technology they use for students with learning disabilities. You may find that they use a different text-to-speech app (computer reading program) for tests than you use at your current high school. You may want to purchase and practice using these programs prior to enrollment, and certainly do not want to invest in a program that you will not be using.</p> <p><b>Note 2:</b> If considering employment, reflect on the ways that assistive technology might assist you in your work day.</p>
<ul style="list-style-type: none"> <li>❑ Description on how your learning disability impacts learning in a school or work environment</li> </ul>	<p>You will likely be asked to answer this question (in a written application or verbally during an appointment/interview) so it is best to prepare a response which can be used later.</p>
<ul style="list-style-type: none"> <li>❑ Description of which accommodations have helped and how they have helped</li> </ul>	<p>You will likely be asked to answer this question (in a written application or verbally during an appointment/interview) so it is best to prepare a response which can be used later.</p>
<p><b>Optional</b></p>	
<ul style="list-style-type: none"> <li>❑ Documentation of any other medical conditions by a medical practitioner.</li> </ul>	<p>If you require other kinds of services and supports due to any other medical conditions, ensure that you have that documentation in your DTP. You will often need a copy of the medical report or a letter from a medical practitioner.</p>
<ul style="list-style-type: none"> <li>❑ Personal Profile</li> </ul>	<p>Many PSIs are requesting a personal profile and using it in the application process.</p>

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<input type="checkbox"/> Cover Letter and Resume (including work and volunteer experience)	Many students create updated cover letters and resumes in school. Take the opportunity to ensure that you have electronic copies for employment searchers.
<input type="checkbox"/> Letters of recommendation	
<input type="checkbox"/> Assignment Samples or Photos of Assignments/Artifacts if applying to a PSI	
<input type="checkbox"/> Work Samples or documentation/evidence of work skills and employment history	
<input type="checkbox"/> Relevant Awards, and/or Training Certificates	