# Career Education Competencies: High School

## Academic Skills

| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| --- | --- | --- |
| The student demonstrates well-developed reading, writing, arithmetic, listening, and speaking skills by performing comparably to his or her sighted peers |  |  |
| The student demonstrates well-developed reading, writing, arithmetic, listening, and speaking skills by performing at a level commensurate with the demands in the occupational area he or she intends to enter. |  |  |
| The student consistently and satisfactorily completes classroom and homework assignments without assistance. |  |  |

## Thinking Skills

| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| --- | --- | --- |
| When asked to think creatively, the student uses his or her imagination, connects known ideas in new ways, makes connections between seemingly unrelated ideas, and  considers alternatives to known ideas. |  |  |
| The student demonstrates the ability to set goals based on an analysis  of the array of choices available to him or her. |  |  |
| The student demonstrates the ability to recognize that a problem exists, defines the problem, identifies possible solutions, devises an action plan to resolve the problem, initiates the plan, evaluates its success, and revises the plan as needed. |  |  |
| The student recognizes and uses his or her preferred learning style (visual, aural, tactile, or kinesthetic), adapts to new situations and tools, and uses formal learning strategies (note taking and repeating new content aloud, for example). |  |  |
| The student uses logic to draw conclusions from content presented in the classroom and textbooks. |  |  |

## Work Behaviors

| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| --- | --- | --- |
| The student sets and meets self-defined standards for performance. |  |  |
| The student pays attention to details. |  |  |
| The student performs tasks even when the tasks are unpleasant or difficult. |  |  |
| The student can describe his or her interests, abilities, values, and liabilities. |  |  |
| The student is aware of his or her work personality and corresponding work environments. |  |  |
| The student is aware of the impression he or she makes on others and adjusts behaviors based on feedback, as appropriate. |  |  |
| The student can describe his or her needs and how to address them. |  |  |
| The student works well with others, which includes the ability to resolve conflicts amiably. |  |  |
| The student interacts with peers and adults appropriately. |  |  |
| The student can be trusted with materials and tools. |  |  |

## Work Activities

| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| --- | --- | --- |
| The student volunteers to help others. |  |  |
| The student performs work tasks at home and at school. |  |  |
| The student performs a job for pay in the community. |  |  |

## Life beyond HS

| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| --- | --- | --- |
| The student investigates postsecondary  education or training options. |  |  |
| The student develops a plan for postsecondary  education or training related to his or her vocational interests, abilities, and values. |  |  |
| The student develops a plan with short-term,  intermediate, and long-term goals for achieving satisfaction in life. |  |  |
| The student identifies the supports he or  she will need to move from high school  into postsecondary environments. |  |  |
| The student prepares for and leads his or  her IEP-driven transition planning meeting. |  |  |