Career Education Competencies: Middle School

## Meeting increased demands for organizing time

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| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student demonstrates the ability to organize school activities by arriving to classes on time, with completed homework assignments. |  |  |
| The student demonstrates the ability to organize school activities by participating in school clubs or groups. |  |  |
| The student demonstrates the ability to organize school and extracurricular activities by participating in extracurricular activities routinely and maintaining schoolwork. |  |  |

## Meeting increased responsibilities at home and in the community

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| Competency Areas | Yes/ No/ Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student demonstrates responsibility at home by completing assigned chores. |  |  |
| The student demonstrates responsibility at home by performing volunteer and paid work for neighbors and family members. |  |  |
| The student demonstrates responsibility at school through work for clubs; participation in a band, orchestra, or choir; and the like. |  |  |
| The student demonstrates responsibility in the community by volunteering for tasks that help others. |  |  |

## Meeting increased demands for skill development

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student performs learned skills in academic areas independently. |  |  |
| The student demonstrates greater speed in using skills at school (in a specific academic or other identified area, such as playing a musical instrument). |  |  |
| The student demonstrates greater accuracy in using skills. |  |  |

## Showing full understanding of the work performed by adults

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student can identify the work performed by family members. |  |  |
| The student can provide details (hours worked, major job duties, salaries, and qualifications) about the work performed by family members. |  |  |
| The student can identify major community workers and their roles (police officers, firefighters, physicians, lawyers, social workers, teachers, and the like). |  |  |

## Showing the beginning notion of the work they want to do as an adult

| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
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| The student reads about the lives and work of famous Americans, including those with disabilities. |  |  |
| The student writes book reports on materials read. |  |  |
| The student reads about careers in general—what is available nationally, regionally, and locally. |  |  |
| The student discusses careers of interest with teachers, parents, and other significant adults. |  |  |
| The student identifies specific jobs related to career interests and abilities. |  |  |

## Investigating identified areas of interest

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| Competency Areas | Yes/ No / Developing | Does this area warrant an IEP Goal if so, what is the main objective? |
| The student reads about specific careers of interest. |  |  |
| The student conducts informational interviews with adults in the community who perform jobs that are of interest to him or her. |  |  |
| The student participates in job-shadowing experiences. |  |  |