**Occupational Knowledge**

* By January 2017, given a teacher created rubric, TSW increase completion of identified steps on an action plan to become a *police officer* from \_\_\_\_\_ identified steps to \_\_\_\_\_ identified steps as evidenced by a student developed action plan.
* By September 2017, given teacher instruction and practice opportunities, TSW increase her knowledge and practical skill development the area of *Retailing* by increasing her mastery level of performance benchmarks from \_\_\_ to \_\_\_ as evidenced by teacher created assessments.
* By April 2017, given teacher instruction and access to resources, TSW will create a poster to include job descriptions of career areas found in the field of construction increasing from \_\_\_known areas to \_\_\_\_ known areas as measured by teacher made rubric.

**Exploratory**

* Given opportunity to participate in an occupational skills training program, TSW increase her vocational skills in the area of  processing and productions from \_\_\_ mastered skills to \_\_\_ mastered skills as evidenced by the teacher data collection reports by May 2016.
* By November 2016, with opportunity for career exploration through teacher instruction and career video viewing, TSW create a list of careers of interests increasing from \_\_\_ to \_\_\_ listed careers as evidenced by completed career review sheets in the student's portfolio.
* By February 2017, after provided opportunity to participate in various work tasks around the school environment and/or community TSW create a list of preferred jobs increasing from \_\_\_ jobs to \_\_\_ jobs as evidenced by review of the student’s career portfolio.

**GOAL SAMPLES**

**Employment**

* By February 2017, given an opportunity on a computer based work skills program, TSW increase their level from \_\_\_ to \_\_\_\_ on the Read for Information portion; and level \_\_\_ to \_\_\_\_ on the Applied Mathematics portion as measured by the program's reports.
* By September of 2016, when given information on the career cluster of Transportation, Distribution, & Logistics, TSW read information on three occupations, including auto mechanic, to make a chart to show necessary skill sets increasing from \_\_\_\_ to \_\_\_\_ accuracy as measured by teacher made rubric.
* By March of 2017, when given internet and transitional instruction, TSW increase her knowledge of the necessary skills needed to be a *cosmetologist* from \_\_\_\_ to \_\_\_\_ as measured by teacher rubric and monitored by team lead.
* By May 2016, in order to reach his Post-Secondary goal of becoming an assembler, TSW use given instructions to put together objects from 60% to 80% in 4 out of 5 trials as measured by a teacher made checklist.
* By June 2016, given instruction and practice opportunities, TSW increase from \_\_\_% accuracy to \_\_\_% accuracy when completing one paper job application and one on-line job application as measured by a teacher made rubric.
* By October 2016, provided instruction by the special education teacher and opportunity to utilize school resources, TSW research the daily responsibilities of a *computer engineer*, the skills and abilities needed, the education and training requirements, the average salary and annual openings to be summarized and presented in a visual presentation increasing from \_\_\_ known facts to \_\_\_\_\_ known facts as measured by a teacher made rubric.
* When provided with the resources TSW create a PowerPoint explaining the educational requirements, 5 daily duties, average salary, and 5 behavioral expectations to become a *doctor,* increasing from  \_\_\_\_ % to \_\_\_\_ % accuracy as measured by a teacher made rubric  by September 2016.
* Given opportunity and access to resources TSW will locate two options for training as a *video/computer game designe*r to compare and contrast in a graphic organizer to be scored by a teacher rubric with an increase of identified training options from \_\_\_ % to \_\_\_\_% by March 2016.
* By March 2016, after reviewing on-line resources, TSW locate two daycare positions in the local area and complete job applications increasing accuracy of identification of options and completion applications from \_\_\_ to \_\_\_ as measured by a teacher checklist and rubric.
* By February 2017, given instruction in a vocational training setting, TSW improve his employability skills by completing the following objectives as measured by an observation checklist increasing from \_\_\_ out of 5 to \_\_\_ of 5.

**Objectives**

TSW increase the numbers of opportunities he speaks appropriately to co-workers from \_\_\_% to \_\_\_%.

TSW increase his ability to follow supervisor's verbal directions from \_\_\_% to \_\_\_\_%.

TSW increase his completion of assigned tasks from \_\_\_% to \_\_\_% during (length of time).

TSW increase his ability to keep his hands to himself from \_\_\_% to \_\_\_%.

TSW increase his ability to stay in his designated work space from \_\_\_% to \_\_\_%.

* By May 2016, given vocational instruction, TSW improve her employment skills by increasing her ability to work independently by increasing her time on task without adult assistance from \_\_ minutes to \_\_ minutes as measured by data collection tool.

**College Bound**

* Given use of the internet and other school resources, TSW increase the completion of prerequisite steps for admission to Trident Technical College (including taking the Compass Test) from \_\_\_\_\_\_\_ completed steps to \_\_\_\_\_\_\_\_\_ completed steps as evidenced by the completed application process by January 2017.
* Given use of the internet and other school resources, \_\_\_\_\_\_\_\_ will list the steps for admission to Trident Technical College, increasing from \_\_\_\_ identified steps to \_\_\_\_\_ identified steps as evidenced by a student developed action plan and timeline by January 2017.
* By January 2017, given use of the internet and various websites, TSW will compare and contrast the course of study at two colleges/universities necessary to become *a school psychologist* from \_\_\_\_ identified similarities to \_\_\_\_\_ identified similarities.
* By January 2017, TSW will improve the identification of admission requirements for admission to 5 colleges/universities with a *graphic design majo*r from \_\_\_\_\_ identified requirements to \_\_\_\_\_\_ identified requirements by developing a multi-media presentation that highlights each college/university.
* By December 2016, provided instruction by the special education teacher and opportunity to utilize school resources, TSW research the general admission requirements to Trident Technical College, the credit requirements for an *Associate in Science degree* and the recommended sequence of courses for this degree to be documented in his transition folder from \_\_\_ to \_\_\_ completion as measured by a checklist.

**Military**

* Given direct instruction through practice and strategies, TSW research the requirements to enlist in the military with a possible career as an Engineer, increasing from \_\_\_ to \_\_\_ accuracy according to the teacher's rubric by May 2017.
* By September 2016, given direct instruction through practice and strategies on the ASVAB practice test, TSW increase his score from \_\_\_\_ to \_\_\_\_ as measured by teacher records.
* By February 2017, provided information of the local military branch recruitment offices and school schedule of recruiter visits, TSW will increase his knowledge of entrance requirements to include ASVAP scores, height/weight, and medical restrictions from \_\_\_\_ branches to \_\_\_\_ branches as evidenced by a teacher made checklist.
* When  enrolled in an academic skills improvement computer program to improve  academic skills required on the military ASVAP test, TSW increase his scores in the areas of Applied Math from \_\_ to \_\_\_,  Reading for Information from \_\_\_ to \_\_\_ and Locating information from \_\_\_\_ to \_\_\_\_ as measured by the program's data reports.