

Sample Annual IEP Goals and Transition Services

Diana Blackmon, Ed.D, 2014

| Evidenced-Based Predictor of Post School Outcomes (NSTTAC) | Operational Definition (NSTTAC) | Career Technical Core/ Employability Skills | College and Career Readiness Anchor Standards in ELA | Transition Service/Activity | Annual Goal |
|--|--|---|---|--|---|
| <p>Inclusion in GE Mild to Moderate disability</p> <p>Inclusion in GE Moderate to Severe disability</p> | <p>Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.</p> | <p>Apply appropriate academic and technical skills.</p> <p>Employability Skills Applied knowledge: Applied academic skills, Critical thinking skills</p> | <p>BUILD STRONG CONTENT KNOWLEDGE Key Ideas and Details Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> | <p>Each semester/school year, special education staff will provide student with academic and behavioral support so student can take and pass general education core classes.</p> <p>Each semester/school year, special education staff will provide student with academic and behavioral support so student can take and pass general education elective classes.</p> | <p>ELA and Math goals.</p> <p>By (date) with support from special education staff, student will research through print and electronic media, the relationship between school and careers and explain verbally or in writing, the relationship as measured by a teacher-developed writing rubric.</p> <p>By (date), with special education staff support, student will take GE elective class(s), and receive a passing grade based on communication and social skills, and explain verbally or through pictures/ assistive technology what they learned in the class, as measured by agreed upon measures assigned collaboratively by GE and special education teachers.</p> |

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| <p>Self Care / Independent Living Mild to moderate disability</p> <p>Self Care / Independent Living Moderate to severe disability</p> | <p>Self-care/independent living skills are skills necessary for management of one’s personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.</p> | <p>Attend to personal health and financial wellbeing.</p> <p>Employability Skills Effective Relationships Interpersonal skills Personal qualities</p> | <p>DEMONSTRATE INDEPENDENCE ... Students are independently able to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.</p> | <p>Each semester/school year, special education staff will provide student support to explore independent living.</p> <p>Each semester/school year, with special education staff support, student will take a Life Skills or Independent Living class and explore independent living.</p> | <p>By (date) with support from special education staff, student will research the cost of living for the area they reside in and develop a comparison budget: living with family, living with a roommate and living alone, as measured by an oral or written report and Portfolio evidence presented at IEP meeting</p> <p>By (date) with special education staff support student will explore independent, supported or sheltered living arrangements through visits to local residential options, as measured by oral or written report and Portfolio evidence presented at IEP meeting.</p> |

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| <p>Student support Mild to Moderate disability</p> <p>Student Support Moderate to Severe disability</p> | <p>Student support is a network of people (family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their interests, and needs.</p> | <p>Act as a responsible and contributing citizen and employee.</p> <p>Employability Skills Effective Relationships</p> | <p>DEMONSTRATE INDEPENDENCE ... More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.</p> | <p>Student will receive (weekly/ monthly) support from a special education staff to monitor and support attendance, academic and behavioral performance.</p> <p>Student will receive daily support from special education staff to monitor and support attendance, academic and behavioral performance.</p> | <p>By (date), student will meet with special education staff weekly to monitor organization, behavior, assignments and grades and receive targeted support as needed, as measured by quarterly benchmark assessments, attendance and behavior reports.</p> <p>By (date), student will meet with special education staff daily to monitor organization, behavior, assignments and grades and receive targeted support as needed, as measured by quarterly benchmark assessments, attendance and behavior reports.</p> |