



CTE Coursework and the CDOS Learning Standards

New York State Education Department
P-12 Office of Special Education
P-12 Office of Career and Technical
Education(CTE)

Options to Earn the Credential

Option 1

- Complete a Career Plan
- Demonstrate achievement of the commencement level CDOS learning standards
- Successfully completes 216 hours of participation in
 - CTE coursework and/or work-based learning experiences
 - at least 54 hours must be in work-based learning experiences
- Has a completed Employability Profile

Option 2

- Meets the requirements for one of the nationally recognized work readiness credentials, including but not limited to:
 - National Work Readiness Credential;
 - National Career Readiness Certificate-(ACT) WorkKeys;
 - SkillsUSA Work Force Ready Employability Assessment; and
 - Comprehensive Adult Student Assessment Systems Workforce Skills Certification System

CDOS Learning Standards

- o **1. Career Development:**
 - knowledgeable about the world of work,
 - explore career options, and
 - relate personal skills, abilities and aptitudes to future career decisions

- o **2. Integrated Learning:**
 - academic knowledge and skills applied in the workplace and other settings

- o **3a. Universal Foundation Skills:**
 - foundation skills and competencies essential for success in the workplace

- o **3b. Career Majors:**
 - career specific technical knowledge/skills

1. Career Development



2. Integrated Learning

o Application of academic knowledge and skills in the workplace and other settings. Students:

- Research, interpret, analyze and evaluate information; and**
- Use essential academic concepts, facts, and procedures in work and personal settings.**



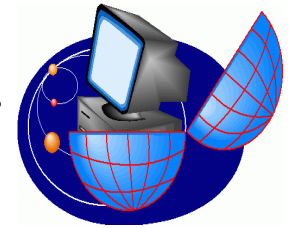
- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly

Thinking Skills



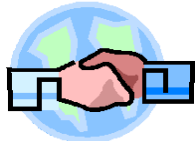
- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

Technology



- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

Interpersonal Skills



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

Career Development and Occupational Studies Standard 3A Universal Foundation Skills



Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

Managing Information



- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

Managing Resources

Understands how to use:

- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities



3b. Career Majors (Optional for this Credential)

o Career specific technical knowledge and skills:

- **Business/Information Systems;**
- **Health Services;**
- **Engineering/Technologies;**
- **Human and Public Services;**
- **Natural and Agricultural Sciences; and**
- **Arts/Humanities.**

knowledge

**CAREER
DEVELOPMENT**

Self-knowledge

- Who am I?

Career exploration

- Where am I going?

Career Plan

- How do I get there?

application

**INTEGRATED
LEARNING**

- What am I learning?

- Why am I learning it?

- How can I use it?

**UNIVERSAL
FOUNDATION SKILLS
(SCANS)**

- What do I need to know?

- What skills are
important for me?

skills

***Questions
students
should be able
to answer***

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Commencement

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- complete the development of a career plan that would permit eventual entry into a career option of their choosing
- apply decision-making skills in the selection of a career option of strong personal interest
- analyze skills and abilities required in a career option and relate them to their own skills and abilities.

This is evident, for example, when students:

- ▲ reevaluate long-range personal goals and match them to a career option*
- ▲ prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option*
- ▲ prepare a research paper that contains:
 - details of three specific jobs within the career option
 - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment
 - the number of job openings in the career option
 - list of three postsecondary programs offering advanced study/training in the career option
 - entrepreneurial possibilities*
- ▲ develop resumes and letters of application and demonstrate effective interviewing techniques that could be used to gain entry into a career option*
- ▲ design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal.*

1. Key Ideas

● Performance Indicators

▲ Sample Tasks

**EVIDENCE OF ATTAINMENT OF THE COMMENCEMENT LEVEL
CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) LEARNING STANDARDS**

STUDENT NAME: _____ **STUDENT ID:** _____

COORDINATING TEACHER: _____ **GUIDANCE COUNSELOR:** _____

This form can be used to assist in documenting evidence of a student's attainment of the commencement level CDOS learning standards as demonstrated in coursework and work-based learning experiences in which the student participated over the course of high school. Column one includes Performance Indicators for each of the CDOS standards. Some examples of evidence of a student's attainment of the skills, knowledge, and/or abilities for each Performance Indicator are indicated by the black triangles (▲) in the commencement level CDOS learning standards document located at <http://www.p12.nysed.gov/ciai/pub/cdoslea.pdf>.

Note in the boxes below successfully completed tasks that show student attainment of each of the commencement level CDOS learning standards.

PERFORMANCE INDICATORS	9 TH GRADE EVIDENCE	10 TH GRADE EVIDENCE	11 TH GRADE EVIDENCE	12 TH GRADE EVIDENCE	5 TH & 6 TH YEARS EVIDENCE
1. Career Development					
Completes the development of a career plan that would permit eventual entry into a career option of their choosing					
Applies decision making skills in the selection of a career option of strong personal interest					
Analyzes skills and abilities required in a career option and relate them to their own skills and abilities					
2. Integrated Learning					
Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives					

CTE Coursework - LEA

- o Grades 9-12 career and technical courses at the district level
- o CTE credits/units of study – must be taught by a certified CTE instructor
- o .5 or 1.0 credits/unit of study per course
- o Course offerings are in the following content areas
 - o Agricultural
 - o Business and Marketing
 - o Family and Consumer Sciences
 - o Technology Education

CTE Programs of Study

- o A grade 9-12 approved program in career and technical education
- o 3 or more credits granted per program of study and must be within the same career pathway
- o CTE programs are organized in the following content areas:
 - o Agricultural education
 - o Business and Marketing education
 - o Family and Consumer Sciences education
 - o Health Occupations
 - o Technology education
 - o Trade and Technical education

Connection to Individualized Education Program (IEP) Transition Plan

Measurable Post-Secondary and Annual Goals

- Career Plan

Instruction and Courses of Study

- CDOS Learning Standards
- CTE Coursework

Transition Activities

- Work Based Learning

Darnell

- Marketing Communications

Career Pathway



- Acquisition of academic skills
- Develop school-to-work plan to include activities toward attainment of a career goal
- Research possible career options within chosen pathway

Career Plan



- Oral report about products or services to be marketed
- Developed written samples for marketing product or service
- Utilized computer software programs often used in marketing

Evidence of CDOS Learning Standards



- Academic courses required for a regular diploma
- CTE course in Business and Marketing (e.g., Computer Applications)

Course of Study



- Job Shadow with local marketing firm
- Produce advertisement for school newspaper
- Participate in a Career Exploration Internship Program (CEIP)

Work-Based Learning Experiences



Local diploma and NYS CDOS Commencement Credential

John

- Animal Sciences and Care

Career Pathway



- Acquisition of academic skills
- Development of school-to-work plan to include activities toward attainment of a career goal
- Researched possible career options within chosen pathway

Career Plan



- Developed powerpoint on responsibilities of veterinarian
- Participated in mock interviews
- Developed list of safety measures when working with animals

Evidence of CDOS Learning Standards



- Academic courses required for a regular diploma
- CTE course in Agriculture (e.g., Animal Care)

Course of Study



- Job shadow with a veterinary technician
- Participated in a community-based work program at a local animal shelter

Work-Based Learning Experiences



NYS CDOS Commencement Credential

Carlos

- Human Services

Career Pathway



- Acquisition of academic skills
- Development of school-to-work plan to include activities toward attainment of a career goal
- Researched possible career options within chosen pathway

Career Plan



- Developed a brochure on dietary guidelines for children
- Participated in mock interviews
- Developed list of safety measures when working with children

Evidence of CDOS Learning Standards



- Academic courses required for a regular diploma
- ½ year CTE course in Child Growth and Development (Family and Consumer Sciences-FACS)
- ½ year CTE course in nutrition (FACS)

Course of Study



- Job shadow with a day care dietician
- Participated in a work based learning(WBL) experience at a local day care
- Participated in a work based learning experience at a hospital dietary department

Work-Based Learning Experiences



Local Diploma and NYS CDOS Commencement Credential

Jasmina

- Construction

Career Pathway



- Acquisition of academic skills
- Development of school-to-work plan to include activities toward attainment of a career goal
- Researched possible career options within chosen pathway

Career Plan



- Developed powerpoint on potential job opportunities in the construction industry
- Participated in mock interviews
- Developed list of safety measures when working in the construction field

Evidence of CDOS Learning Standards



- Academic courses required for a regular diploma
- ½ year CTE course in Technology Education(e.g. Design and Drawing for Production DDP)
- ½ year CTE course in construction (Tech Ed)

Course of Study



- Job shadow with a business who manufactures sheds to sell to the community
- Participated in a community-based work program building park benches at the local park

Work-Based Learning Experiences



**Local Diploma and the
NYS CDOS
Commencement
Credential**

Resources

- o June 2013 Field Memorandum: NYS Career Development and Occupational Studies Commencement Credential
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>
- o CDOS Learning Standards <http://www.p12.nysed.gov/cte/cdlearn/>
- o Career Development and Occupational Studies (CDOS) Resource Guide [Career Development and Occupational Studies \(CDOS\) Resource Guide with Core Curriculum](#)
- o Career Development and Occupational Studies (CDOS) Question and Answers
<http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-QA-1113.htm>
- o New York State Work Based Learning Manual
<http://www.p12.nysed.gov/cte/wbl/home.html>

Additional Technical Assistance

- o **Regional Special Education Technical Assistance Support Centers (RSE-TASC)**
- o **Special Education Policy (518) 473-2878 CDOscomment@mail.nysed.gov**
- o **Career and Technical Education (518) 486-1547 cwinstel@mail.nysed.gov**

Today's Presenter

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