Tools for Documenting the CDOS Credential



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Capital Region/ North Country Regional Special Education Technical Assistance Support Center (RSE-TASC)

Planning Tool

Career·Development·and·Occupational·Studies·Commencement·

Credential¶

	Crede			
Requirement	How district is meeting the	Resources∙ Needed¤	Staff-Assigned¤	3
	requirement¤	Neededx		
Access-to-General-	۹	¤	¤	3
EducationX	¶			
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	1			
	¤			
Achievement-of-	1	¤	¤	3
Commencement-Level-	1			
CDOS-standards¤	1			
	1			
	1			
	1			
	1			

Instruction, Coursework and Work-based Learning



Meaningful access to participate/ progress in gen ed (opportunities to earn a HS diploma)



CDOS Learning Standards



Equivalent of 2 units of study in CTE and/or WBL (at least 54 of the 216 hours must be WBL)

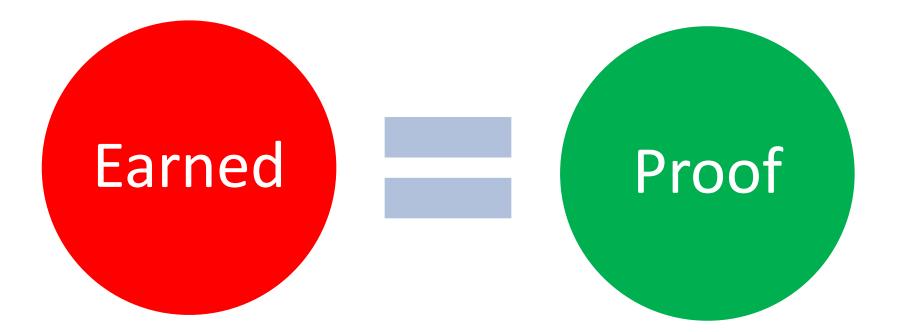
Documentation Requirements



Commencement Level Career Plan

2

Employability Profile



Readiness for Entry Level Employment

Required Documents

Career Plan

Planning Document:

- Required for CDOS
 Commencement
 Standard 1
- Identify needed activities
- Record of experiences

Employability Profile

- CDOS Standards 1, 2,3a
- Career and Technical education Coursework
- Work Based Learning
 Experiences

Commencement Level Career Plan

Attachment 1

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan Commencement Level

1. Personal Data

Name: ____

Student Identification Number:

School: _

2. Review of Student Career Plan

		Possible Participants (Initials)							
Grade Level:	Date of Review:	Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:			

3. Knowledge

A. Self-knowledge: Who am I?

Interests: List your top three choices for each of the following areas of interest:

Grade Level:	1a. Personal: Out-of-school activities that you enjoy	1b. Academic: Classes or subjects you enjoy the most	1c. Work Preferences: Working with people, ideas, and things

www.p12.nysed.gov/cte/careerplan

CAREER ZONE

http://www.careerzone.ny.gov



To help fill out the Career Plan to Commencement Level Standards

Online or Paper

- Career Interviews
- Interest Inventories
- Work Values Inventories
- Strength Based Assessments
- Skills Inventories
- Evaluations/ Assessments
- Work Information



Employability Profile

EMPLOYABILITY PROFILE

Student Name:			Identificati	on Number:				Scho	ol Nam	e:
Type of Work-b	ased Learning Ex	perience(s):	Worl	ksite Name/Lo	cation(s):					Description of Experience(s)
			EVALUATION	GRADING SC	CALE: Gene	eral Ke	ey			
Unsatisfacto	ory (1)	Needs Impr	rovement (2)		Meets Expe	ctatio	ns (3)			Exceeds Expectations (4)
Not yet demonstrating the s the position and needs to ha improving skills. Needs add	ve a formal plan for	Inconsistently demons for the position. Furth needed.		Demonstrates th exceptions, and					rare	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.
PERFORMANCE SKILLS		PERFORMA	NCE EXPECTATION	NS		1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work of in case of absence.	expectations for attendar	nce and adheres to them.	Notifies superviso	or in advance					
PUNCTUALITY		expectations for punctual calls supervisor prior to	lity. Arrives on time for the being late.	work, takes and r	eturns from					
WORKPLACE APPEARANCE	Dresses appropriate position and duties.	ely for the position and d	uties. Practices personal	hygiene appropria	ate for					
TAKES INITIATIVE		task or project from init ext task upon completion	tiation to completion. Ini n of previous one.	itiates interactions	with					
QUALITY OF WORK		aluates own work and ut dards and provides optin	tilizes feedback to improv mal customer service.	ve work performa	nce. Strives					
KNOWLEDGE OF WORKPLACE	Demonstrates under	rstanding of workplace p	oolicy and ethics.							
RESPONSE TO SUPERVISION			e criticism with positive a es flexibility when nature							
COMMUNICATION SKILLS			saying, asks questions as learly and asks for assista							

CDOS Learning Standards

Students must **ACHIEVE** the <u>Commencement</u> Level CDOS Standards.

-Proof of Achievement in:

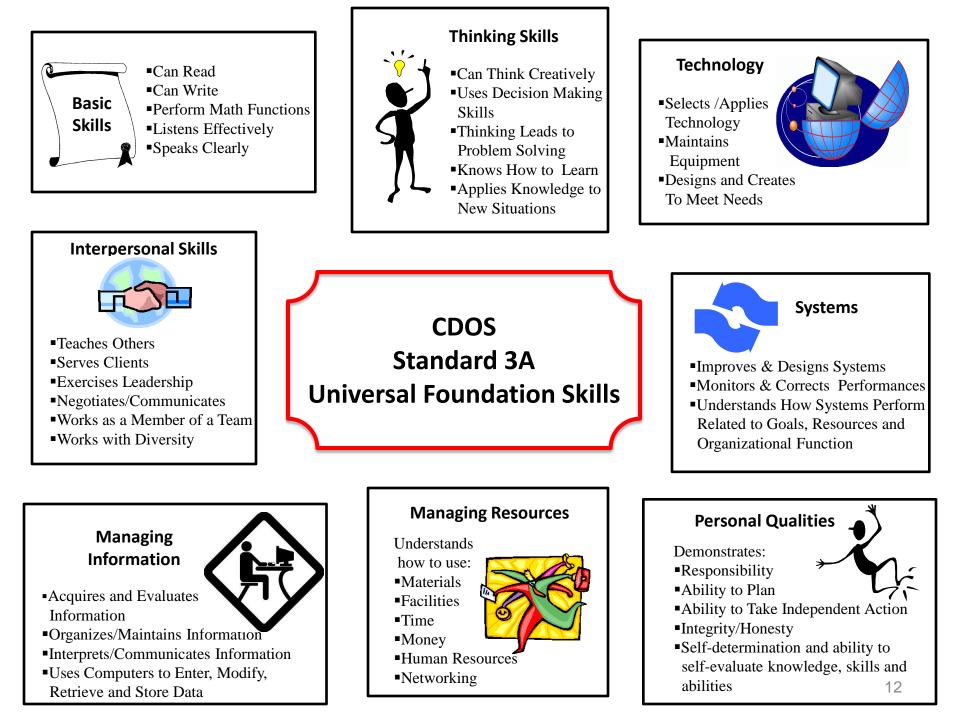
- Career Development
- Integrated Learning
- Universal Foundation Skills

Instruction in CDOS

School and Community Based, as appropriate



CDOS learning standards are available at: http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf



Attachment 4

	oyability Profile Performance Skills/Expect	tations and Com	mencement Le								Figure 1
	MPLOYABILITY PROFILE			CDOS		IING STA					
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2					ON SKILLS :			
				Basic Skills	Thinking Skills	Personal Qualities	personal Skills	Technology	Managing Jafe.	Managing Resources	Systems
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					Ø					R
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.					Ø					$\mathbf{\nabla}$
WORKPLACE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					R					
TAKES	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.						N				
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.	V	Ø								
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.	\checkmark									Z
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.	V				ß	N		N		
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.			K			Ø				
SOLVES PROBLEMS & MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.	V			Ø						
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team to accomplish a task.			K			Ø			ß	Z
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.				Ø		N				
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.			Ŋ	N				Ŋ		
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving	Ŋ				Ø					

CDOS Crosswalk

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	Title ≎	Grades	English Language Arts	The Arts	Health, Physical Education, and Family and Consumer Sciences	Career Development and Occupational Sciences	Languages other than English	Mathematics, Science and Technology	Social Studies			
	<u>"Welcome to</u> <u>CareerZone.</u> An Intro"	9 - 12	1, 3			1						
	<u>"Where Am I</u> <u>Going?"</u> ???What's	6 - 8	1, 4			1, 2, 3a, 3b		2				
	<u>My Line???</u>	7 - 12	1, 4		3	1, 2						
	Life of a(n)	6-8	2	1, 2		1, 2		5				
	Brochure Bonanza	9 - 12	1, 2, 3, 4	1		1, 2		5				
	<u>Career</u> <u>Brochure and</u> <u>Business</u> <u>Card</u>	7 - 12	1, 2		3	1						
	Career Day 2010	6 - 12	1, 2			1						
	<u>Career</u> <u>Search</u>	6-8	1, 3		3	1						
	<u>Career Time</u> <u>Line - My</u> <u>Life in the</u> <u>World of</u> <u>Work</u>	7 - 8	1, 2	1, 2		1, 2		2, 3, 5, 7				~
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https://www.careerzone.ny.gov/views/careerzone/resources/lessonPlans.jsf



About RRTI News and Events Educational Programs Overview Nurse Training

Resources

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Job Readiness Curriculum

The Model Transition Program (MTP) Job Readiness Curriculum is designed to help students with disabilities become knowledgeable about the world of work, and includes modules on setting goals, the job hunt, first impressions, professionalism at work, managing work and personal life, confidence on the job, the new economy, and middle school preparation. The curriculum contains background information for the instructor, activities, handouts, and supplemental resources.

Each module contains at least 3 student activities, handouts, background information on the job readiness topic, information on resources in the Job Readiness program and how to use them, supplemental handouts, activities, workbook pages, and an annotated list of additional resources available on-line and from educational organizations.

Click Here for the curriculum Table of Contents



RRTI gives you access to a network of proven experts, customized educational opportunities and the latest happenings in research for the rehabilitation and healthcare fields.

100% -

http://www.rrti.org/MTPCurriculum.php

Equivalent of 2 Units of Study in Career and Tech Ed/Work Based Learning

1 credit= 108 hours

.5 credit- 54 hours

___ CTE

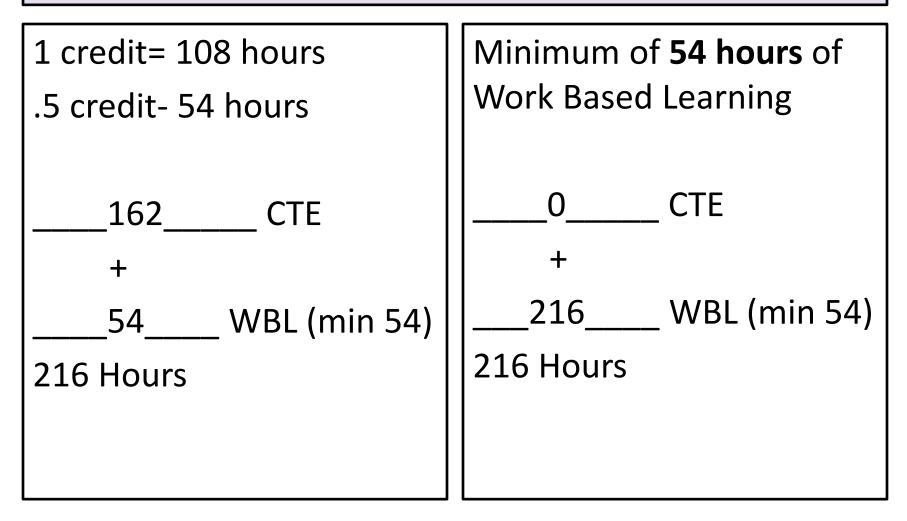
_ WBL (min 54)

216 Hours

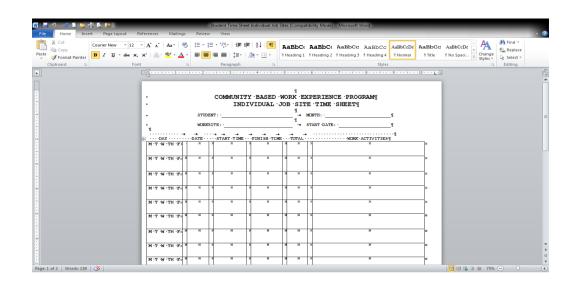
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Minimum of **54 hours** of Work Based Learning

Can do the full 216 hour (or more!) in work based learning. Equivalent of 2 Units of Study in Career and Tech Ed/Work Based Learning



Timesheets of Hours Worked



Student Worksite Evaluations

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	Attitude / Behavior		positive-attitude-and-		often-talks-back,-	Absent#			
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-	Work-Pace-/-Dependability-/			Works-slowly-/-	Work-is-incomplete-	Absent#			
	Work-Neat-and-Complete¶			Sometimes-needs-to-	and sloppy / Work				
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					redone¤				
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Employability Profile

Take a moment of "I" time to look at the Employability Profile.

- What type of information will you need in order to fill out the document?
- What type of resources will you need to make this happen?

Academic Documentation

What type of documentation?

- Transcripts
- Testing
 - State Assessment Scores
 - Evaluation/Other Assessments
- Classwork Samples
 - Worksheets
 - Projects
 - Pictures



Updated Transition Planning Folders

INDIVIDUAL TRANSITION FOLDER				Student name:								
Circle each <u>age</u> completed:	12	13	14	15	16	17	18	19	20	21		
Age 12 Transition Assessme	<u>nt</u> :											
 Student interview Parent interview Record review/teacher inpution 		Date: _ Date: _ Date: _										

TRANSITION PLANNING CHECKLIST

	A	Date(s)	Complete	d	Party Responsible						
Career Interest Inventories (CareerZone, Career Cluster Survey, etc.)List each assessment:											
_											
_											

Dropbox Portfolio Table of Contents

Table of Contents

1. Overview

- 1. Graduation Requirement Checksheet
- 2. Student IEP
- 3. Student Transcript
- 2. Assessment Information
- 3. Career Plan
- 4. Career and Tech Ed and Classroom Work Samples
- 5. Work Based Learning
 - 1. Student Time Sheets
 - 2. Work Experience Record
 - 3. Student Evaluations
- 6. Employability Profile
- 7. Resume, Letters of Recommendation, Job Applications
- 8. Student Exit Summary





Dropbox Portfolio Table of Contents

Table of Contents

1. Overview

- 1. Graduation Requirement Checksheet (gen ed progress)
- 2. Student IEP
- 3. Student Transcript
- 2. Assessment Information (CDOS 1,3a)
- 3. Career Plan (CDOS 1)
- 4. Career and Tech Ed and Classroom Work Samples (CDOS 1, 2, 3a), 216 h
- 5. Work Based Learning (216 Hours)
 - 1. Student Time Sheets (Min 54 Hours)
 - 2. Work Experience Record (Min 54 Hours)
 - 3. Student Evaluations (Min 54 Hours)
- 6. Employability Profile (CDOS 1, 2, 3a)
- 7. Resume, Letters of Recommendation, Job Applications (CDOS 1)
- 8. Student Exit Summary



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To join the Dropbox

Send an email to <u>ctaverni@mail.fehb.org_OR</u> <u>Letah.graff@neric.org</u> with the Subject: Add to dropbox

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Cc Bcc	Ctaverni@mail.fehb.org
Subject: Attachments	Add to dropbox

Questions? Need Technical Support?

