Tools for Documenting the CDOS Credential

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(RSE-TASC)

Planning Tool

Career Development and Occupational Studies Commencement Credential

Requirement	How district is meeting the requirement	Resources Needed	Staff Assigned	
Access to General Education				
Achievement of Commencement Level CDOS standards				

Instruction, Coursework and Work-based Learning

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

CDOS Learning Standards

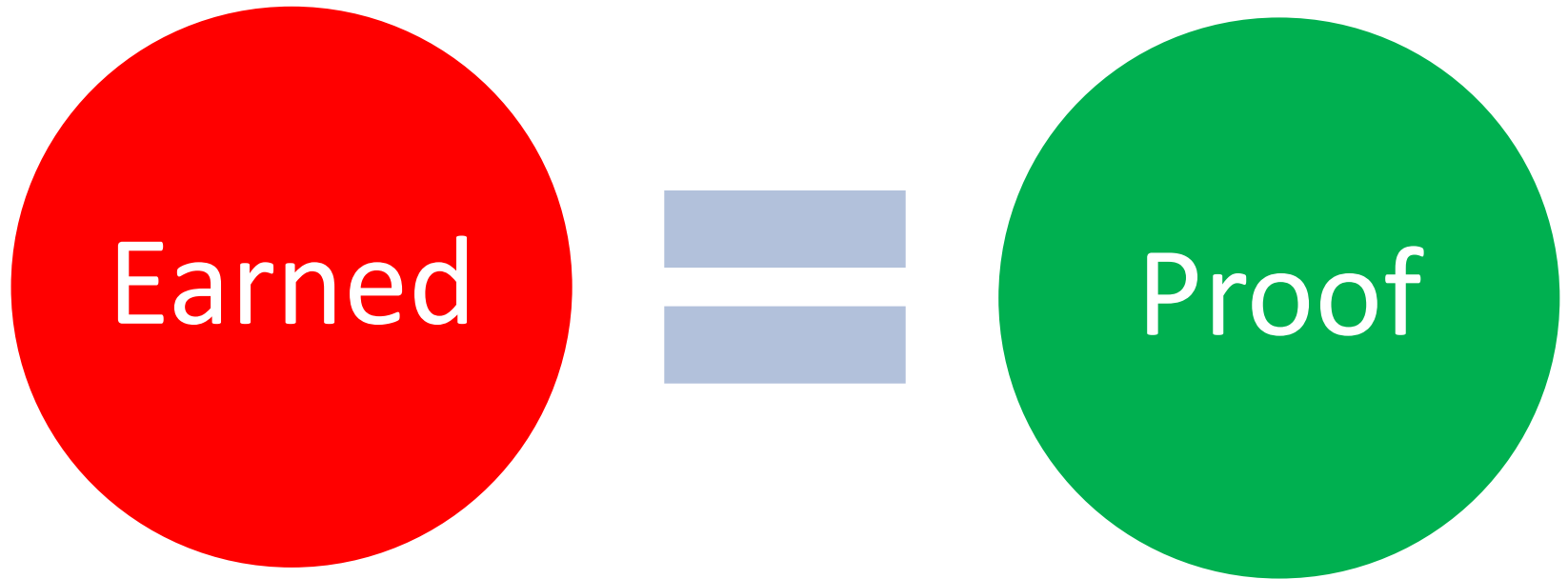Equivalent of 2 units of study in CTE and/or WBL (at least 54 of the 216 hours must be WBL)

Documentation Requirements

1. Commencement Level Career Plan

2. Employability Profile

Earned = Proof

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

NEW YORK STATE EDUCATION DEPARTMENT

Attachment 1

Career Plan
Commencement Level

1.   Personal Data

Name: _____

Student Identification Number: _____

School: _____

2.   Review of Student Career Plan

Grade Level:	Date of Review:	Possible Participants (Initials)				
		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*

Commencement.doc / page 1

www.p12.nysed.gov/cte/careerplan

6

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

Transition Assessment Booklet

Employability Profile

EMPLOYABILITY PROFILE

Student Name:		Identification Number:		School Name:	
Type of Work-based Learning Experience(s):		**Worksite Name/Location(s):**		**Description of Experience(s)**	

EVALUATION GRADING SCALE: General Key

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.

PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					
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.					
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.					
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.					
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.					
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.					
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.					

CDOS Learning Standards

Students must **ACHIEVE** the *Commencement* Level CDOS Standards.

- Proof of Achievement in:
  - Career Development
  - Integrated Learning
  - Universal Foundation Skills

Instruction in CDOS

School and Community Based, as appropriate

1. Career Development	2. Integrated Learning
3a. Universal Foundation Skills	3b. Career Majors

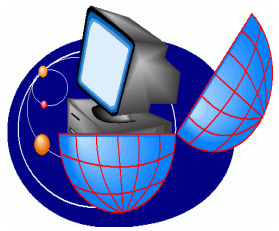Optional for Achievement of CDOS credential

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

Basic Skills

- 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

CDOS 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

12

Crosswalk: Employability Profile Performance Skills/Expectations and Commencement Level CDOS Learning Standards   Figure 1

EMPLOYABILITY PROFILE		CDOS LEARNING STANDARDS									
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS	CAREER DEVELOPMENT STANDARD 1	INTEGRATED LEARNING STANDARD 2	UNIVERSAL FOUNDATION SKILLS STANDARD 3a							
				Basic Skills	Thinking Skills	Personal Qualities	Inter-personal Skills	Technology	Managing Info.	Managing Resources	Systems
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.					☑					☑
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.					☑					☑
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.					☑					
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.						☑				
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.	☑	☑								
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.	☑									☑
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.	☑				☑	☑		☑		
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.			☑			☑				
SOLVES PROBLEMS & MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.	☑			☑						
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.			☑			☑			☑	☑
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					☑	☑				
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.			☑	☑				☑		
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	☑				☑					

6

CDOS Crosswalk

https://www.careerzone.ny.gov/views/careerzone/resources/lessonPlans.jsf

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

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

1 credit= 108 hours

.5 credit- 54 hours

____162_____ CTE

+

____54____ WBL (min 54)

216 Hours

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

____0_____ CTE

+

___216____ WBL (min 54)

216 Hours

Timesheets of Hours Worked
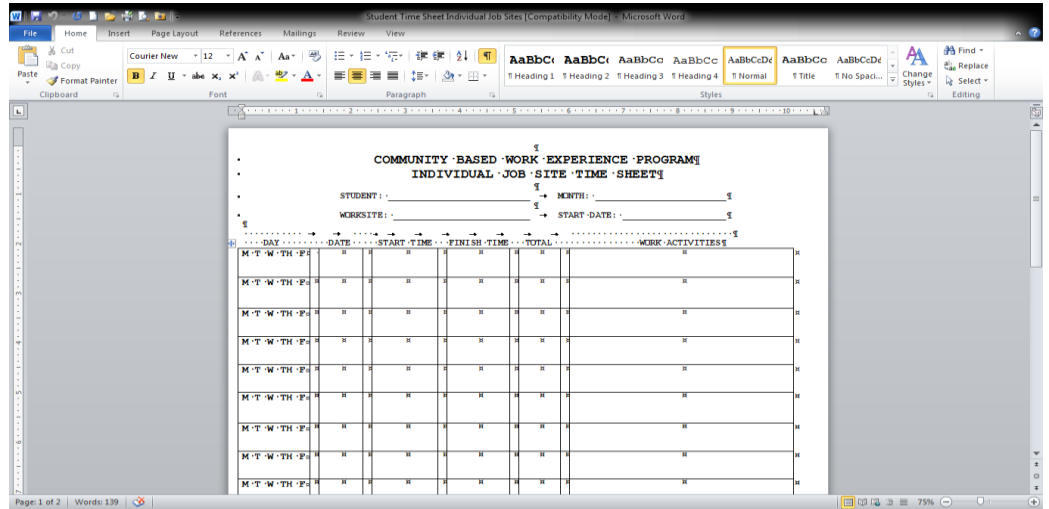
Student Worksite Evaluations
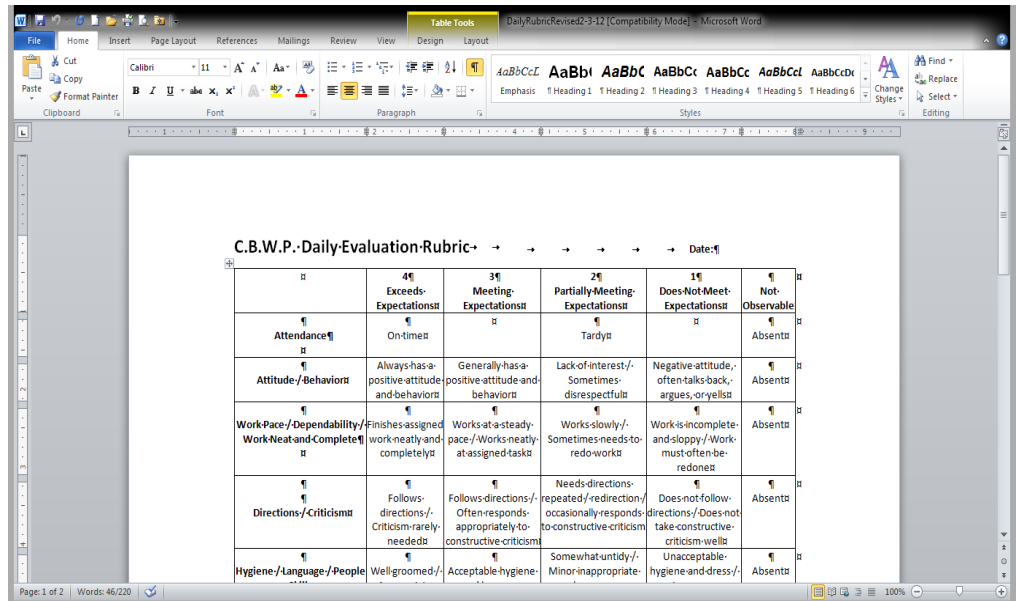
Employability Profile

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 Assessment:

☐ Student interview   Date: _____
☐ Parent interview   Date: _____
☐ Record review/teacher input   Date: _____

TRANSITION PLANNING CHECKLIST

Activity	Date(s) Completed	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**

Table of Contents

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**

Table of Contents
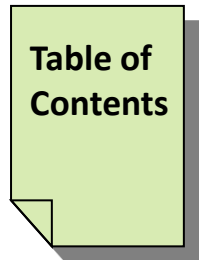
To join the Dropbox

Send an email to ctaverni@mail.fehb.org OR Letah.graff@neric.org
with the Subject: Add to dropbox

Questions? Need Technical Support?

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