Tools for Documenting the CDOS Credential

Letah Graff, Transition Specialist
Capital Region/ North Country Regional Special Education Technical Assistance Support Center (RSE-TASC)
<table>
<thead>
<tr>
<th>Requirement</th>
<th>How district is meeting the requirement</th>
<th>Resources Needed</th>
<th>Staff Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to General Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of Commencement-Level CDOS standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

**Career Plan**

**Commencement Level**

1. **Personal Data**
   - Name: 
   - Student Identification Number: 
   - School: 

2. **Review of Student Career Plan**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Date of Review</th>
<th>Possible Participants (Initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student: Parent/Guardian: Teacher: Counselor: Other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Knowledge**

**A. Self-knowledge: Who am I?**

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1a. Personal: Out-of-school activities that you enjoy</th>
<th>1b. Academic: Classes or subjects you enjoy the most</th>
<th>1c. Work Preferences: Working with people, ideas, and things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Welcome to CareerZone

The place to explore careers related to your strengths, skills and talents. To begin, click one of the six clusters pictured above.
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**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Identification Number:</th>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Work-based Learning Experience(s):</th>
<th>Worksite Name/Location(s):</th>
<th>Description of Experience(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION GRADING SCALE: General Key

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

#### PERFORMANCE SKILLS

<table>
<thead>
<tr>
<th>PERFORMANCE SKILLS</th>
<th>PERFORMANCE EXPECTATIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>COMMENTS: STUDENT WORK READINESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:
CDOS
Standard 3A
Universal Foundation Skills

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

Managing Resources
Understands how to use:
- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking

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

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
### Attachment 4

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

<table>
<thead>
<tr>
<th>EMPLOYABILITY PROFILE</th>
<th>CAREER DEVELOPMENT STANDARD 1</th>
<th>INTEGRATED LEARNING STANDARD 2</th>
<th>CDOS LEARNING STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE SKILLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Understands work expectations for punctuality. Arrives on time for work, tasks and returns from breaks on time and calls supervisor prior to being late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORKPLACE APPEARANCE</td>
<td>Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAKES INITIATIVE</td>
<td>Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUALITY OF WORK</td>
<td>Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE OF WORKPLACE</td>
<td>Demonstrates understanding of workplace policy and ethics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPONSE TO SUPERVISION</td>
<td>Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLVES PROBLEMS &amp; MAKES DECISIONS</td>
<td>Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COOPERATES WITH OTHERS</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESOLVES CONFLICT</td>
<td>Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBSERVES CRITICALLY</td>
<td>Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAKES RESPONSIBILITY FOR LEARNING</td>
<td>Identifies one’s strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one’s progress toward achieving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CDOS Crosswalk**
## CareerZone Lesson Plans and State Learning Standards

Welcome Guest  
Create an account  
Login

Print This Page

<table>
<thead>
<tr>
<th>Title</th>
<th>Grades</th>
<th>English Language Arts</th>
<th>The Arts</th>
<th>Health, Physical Education, and Family and Consumer Sciences</th>
<th>Career Development and Occupational Sciences</th>
<th>Languages Other Than English</th>
<th>Mathematics, Science and Technology</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Welcome to CareerZone... an intro.&quot;</td>
<td>9 - 12</td>
<td>1, 2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Where am I Going?&quot;</td>
<td>6 - 8</td>
<td>1, 4</td>
<td></td>
<td>1, 2, 3a, 3b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;What's My Line???&quot;</td>
<td>7 - 12</td>
<td>1, 4</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Day in the Life of a( )</td>
<td>6 - 8</td>
<td>2</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>benches</td>
<td>9 - 12</td>
<td>1, 2, 3, 4</td>
<td>1</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure Bonanza</td>
<td>7 - 12</td>
<td>1, 2</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Brochure and Business Card</td>
<td>6 - 12</td>
<td>1, 2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Day 2010</td>
<td>6 - 8</td>
<td>1, 3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Search</td>
<td>6 - 8</td>
<td>1, 3</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Time - Love - My life in the World of Work</td>
<td>7 - 8</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1 credit = 108 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 credit = 54 hours</td>
</tr>
<tr>
<td>162 CTE + 54 WBL (min 54) = 216 Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum of 54 hours of Work Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 CTE + 216 WBL (min 54) = 216 Hours</td>
</tr>
</tbody>
</table>
Timesheets of Hours Worked

Student Worksite Evaluations
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
**INDIVIDUAL TRANSITION FOLDER**

Circle each age completed:

- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21

**Student name:** ____________________

**Age 12 Transition Assessment:**

- Student interview  Date: __________
- Parent interview  Date: __________
- Record review/teacher input  Date: __________

**TRANSITION PLANNING CHECKLIST**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date(s) Completed</th>
<th>Party Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Interest Inventories (CareerZone, Career Cluster Survey, etc.)...List each assessment:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**
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?

Candy Tavernier
c Taverni@mail.fehb.org
(518)483-5230

Letah Graff
Letah.graff@neric.org
(518)464-3947