



New York State Education Department
Office of Special Education
Educational Partnership





New York State Education Department
Office of Special Education
Educational Partnership

The Career Development and Occupational Studies (CDOS) Learning Standards Across the Lifespan

Connecting Knowledge to Skills

Produced by the Technical Assistance Partnership for Transition at Cornell University.

Last updated on March 21, 2023



Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



Introductions



- Name
- Educational Organization (EO)
- Position/Role

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide a multi-tiered system of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.).
- Speak your truth; use “I” statements.
- Ask what you need to understand and contribute.
- Listen with respect.
- Push your growing edge.
- Participate and struggle together.
- Expect a lack of closure.
- Respect each others’ needs.

Agenda

- Transition Across the Lifespan and Overview of the CDOS Learning Standards
- Standard 1: Career Development (3 Levels)
 - Career Awareness, Exploration, and Preparation
- Standard 2: Integrated Learning (3 Levels)
 - Universal Design for Learning (UDL): Application of Instructional Learning
- Standard 3a: Universal Foundation Skills (3 Levels)
- Standard 3b: Career Majors
- Resources to Support the CDOS Learning Standards
- How the CDOS Standards Support all Multiple Pathways to Graduation and Exiting Credential Requirements

Training Objectives

Participants will:

- Identify foundational New York State (NYS) Part 100 Regulations and field memos related to career exploration and development in the classroom.
- Identify effective instructional design practices to teach academic and transition skills simultaneously.
- Apply the CDOS learning standards to **all** academic instruction across **all** grade levels.
- Recognize how the CDOS learning standards support all of the Multiple Pathways to Graduation and Exiting Credentials.

Transition Across the Lifespan

Transition-Focused Education

“...directed toward adult outcomes and consists of academic, career, and extracurricular instruction and activities, delivered through a variety of instructional and transition approaches and services, depending on the local context and students’ learning and support needs...”

Individuals with Disabilities Education Act (IDEA) States:



The purpose of Special Education is to ensure that all children with disabilities have available to them a free appropriate public education ... to meet their unique needs and **prepare them for further education, employment, and independent living.**

Poll Time!



Taxonomy for Transition Planning 2.0



Quality Transition Planning: What We Know

“Over the past three decades, transition practices research has demonstrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations **work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education.** In general, this concept represents the perspective that **“transition planning” is the fundamental basis of education that guides development of students’ educational programs**—including strategies that keep them in school—**rather than an “add-on” activity** for students with disabilities when they turn age 14 or 16. The impact of transition-focused education is **greatly enhanced when service systems and programs connect and support** the implementation and application of such learning.”

Taxonomy Practice Categories

Student Development

The “stuff” of the educational program

- Assessment
- Academic skills
- Life, social, and emotional skills
- Employment and occupational skills
- Student supports
- Instructional context

Student-Focused Planning

The process for developing a student’s Individualized Education Program (IEP)

- IEP development
- Planning strategies
- Student participation

Family Engagement

Input, perspective, support—provides relevance

- Family involvement
- Family empowerment
- Family preparation

Taxonomy Practice Categories (continued)

Program Structures

The infrastructure that facilitates implementation of effective transition education and services

- Program characteristics
- Program evaluation
- Strategic planning
- Policies and procedures
- Resource development and allocation
- School climate

Interagency Collaboration

Partnerships and context within which education and services to meet the student's and family's needs are delivered

- Collaborative framework
- Collaborative service delivery

Predictor Correlation to Outcome Areas



Handout



National Technical Assistance Center on Transition



Research has identified these predictors as supporting post-school success in the areas indicated.

When students are engaged and supported in these areas, their post-school outcomes improve.

These predictors support the five primary practice categories of the Taxonomy for Transition Programming 2.0.

| Predictors/Outcomes | Education | Employment | Independent Living |
|---|----------------|----------------|--------------------|
| • Career Awareness | Promising | Promising | |
| • Career Technical Education (was Vocational Education) | Research-based | Evidence-based | |
| • Community Experiences | | Promising | |
| • Exit Exam Requirements/High School Diploma Status | | Promising | |
| • Goal-Setting | Research-based | Research-based | Research-based |
| • Inclusion in General Education | Research-based | Research-based | Research-based |
| • Interagency Collaboration | Promising | Promising | |
| • Occupational Courses | Promising | Promising | |
| • Paid Employment/Work Experience | Research-based | Research-based | Promising |
| • Parent Expectations | Promising | Research-based | |
| • Parental Involvement | | Promising | |

Guiding Questions



- What happens in my school/district/Board of Cooperative Education Services (BOCES)/region that reflects “transition-focused education”?
- What about quality transition planning and services makes sense for younger students and what is my role in helping support a “shift”?

Transitions in a Student's Career



- Into formal school
- Into special education services (Early Intervention, Committee on Preschool Special Education, Committee on Special Education)
- Into grades with testing expectations
- Into grades with multiple core academic teachers
- Into grades with elective and core course options
- Into grades with multiple campus options
- School to school (e.g., elementary to middle)
- High school exit
- What else?

Transition Education and Services— Research and Data Connections for Success



Transition Education and Services from Birth to Adult for Individuals with Disabilities: Research and Data Connections for Success

| Taxonomy area | Early Intervention (B-2) | Preschool (3-5) | K | 3 rd | Middle School | High School | Post-School (adult) |
|---------------------------------|--------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Student-focused Planning | Individual Family Service Plan | → Individual Education Planning | → Student Participation in IEP | → Participant-led /PCP | | | |
| Student Development | Natural Environments | → Inclusion in school | → Inclusion in Community | | | | |
| | Enriched Language | → Academic Skills | → Academic Skills | → Academic Skills | → Academic Skills | → Academic Skills | → Academic Skills |
| | Early Knowledge and Skills | → Academic Skills | | | | | |
| | Social Competence | → Life, Social, and Emotional Skills | → Life, Social, and Emotional Skills | → Life, Social, and Emotional Skills | → Life, Social, and Emotional Skills | → Life, Social, and Emotional Skills | → Life, Social, and Emotional Skills |
| | Self-awareness | → Self-advocacy | → Self-advocacy | → Self-determination | → Self-determination | → Self-determination | → Self-determination |
| | Related Services | → Related Student Services | → Related Student Services | → Related Student Services | → Related Student Services | → Adult Services | → Adult Services |
| | Environmental Adaptations | → Environmental Adaptations | → Environmental Adaptations | → Environmental Adaptations | → Environmental Adaptations | → Environmental Adaptations | → Environmental Adaptations |
| Family Engagement | Family Partnerships | → Family Involvement | → Family Involvement | → Family Involvement | → Family Involvement | → Family Involvement | → Family Involvement |
| | Family Competence | → Family Preparation | → Family Preparation | → Family Preparation | → Family Preparation | → Family Preparation | → Family Preparation |

Why We Need to Start Preparing for Secondary Transition Early

- Developing self-determination skills should begin early (Papay et al., 2014)
- Family expectations form early
- Least Restrictive Environment (LRE)/placement/curricular decisions have long-term consequences
- Access to external supports for some students takes time (Office of Special Education and Rehabilitative Services, 2017)
- Connecting school to post-school outcomes increases students' motivation and engagement
- Other ideas?

Barriers To Starting Early Often Expressed

- Families aren't ready
- Elementary teachers need to focus on academic skill instruction and support
- There are not mechanisms (or time) to address transition skills (i.e., meetings, instructional time)
- It would be “ridiculous” to dedicate services and supports to a kindergartener's career goals
- I don't have influence over practices at younger grades
- Pre-K and elementary educators are not taught this information

Relationship Between the CDOS Learning Standards and Transition Across the Lifespan

What Is Career and Technical Education (CTE)?



Part 100.1(l) of Commissioner's Regulations:

A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards for career development and occupational studies as a framework.

The CTE Learning Continuum



- ... begins in preschool or elementary school with classroom activities intended for career awareness.
- It proceeds through the middle level with required coursework aimed at **career exploration and** progresses to career development and planning in **preparation for postsecondary education and the workplace.**
- The NYS learning standards for **grades P–12** were developed to assure that all students achieve a high level of knowledge and the ability to apply that knowledge in real-world situations.

CTE Across the Continuum

The P–12 CTE Continuum of Studies

| Characteristics | Pre-K | Middle Level | High School | Postsecondary |
|-------------------------|-------------------|--|---|--------------------------------------|
| Grades | P–4 | 5–8 | 9–12 | Adult |
| Students | All students | All students | Student selected | Student selected |
| Teacher | Classroom teacher | Any CTE teacher through the lens of certification content area | Specific CTE teacher | Industry expert or college professor |
| Time Requirement | School determined | 1 ³ / ₄ unit | ½ unit elective to multiple unit sequence | Industry certification to degree |
| Goal | Career awareness | Career exploration | Career planning | Career success |

The School Counselor's Role is Central to the Success of Students

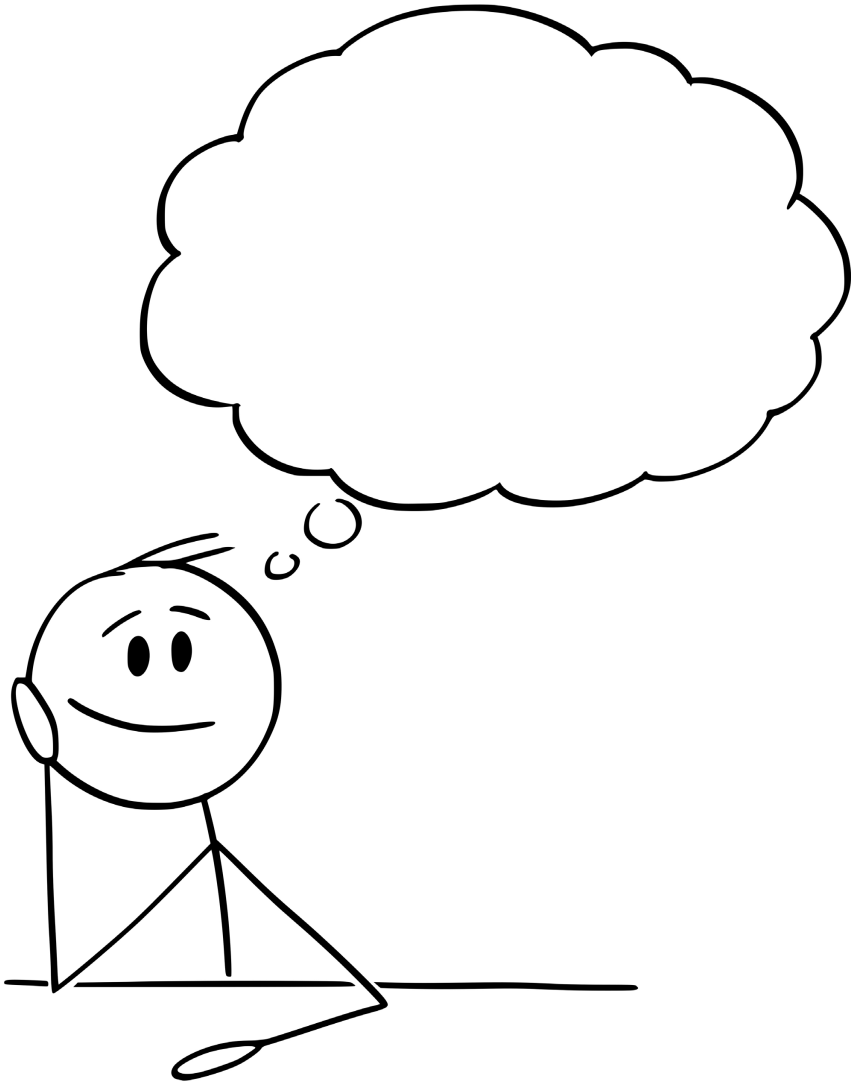
School counselors support students through individual and group counseling, **college and career exploration instruction**, assistance in crisis situations, and referrals to school social workers, school psychologists, or other professionals when specialized interventions are required for student success in school.

It is important for students **to have access to** a certified or licensed school counselor **in the *early years* to help *inspire young students* to strive for success and consider college and career opportunities...**

Academics and Transition Instruction

- Identify which foundational and grade-aligned academic skills are in a student's repertoire and which need to be taught.
- Level of foundational skill knowledge should not be a barrier or deterrent from simultaneously teaching grade-level content.
- Provide ongoing instruction at the student's level on key foundational skills (e.g., reading, listening comprehension, number sense) and specific targeted instruction on grade-level content.
- Gear all instruction toward students preferred post-school goal (e.g., college, career choice).

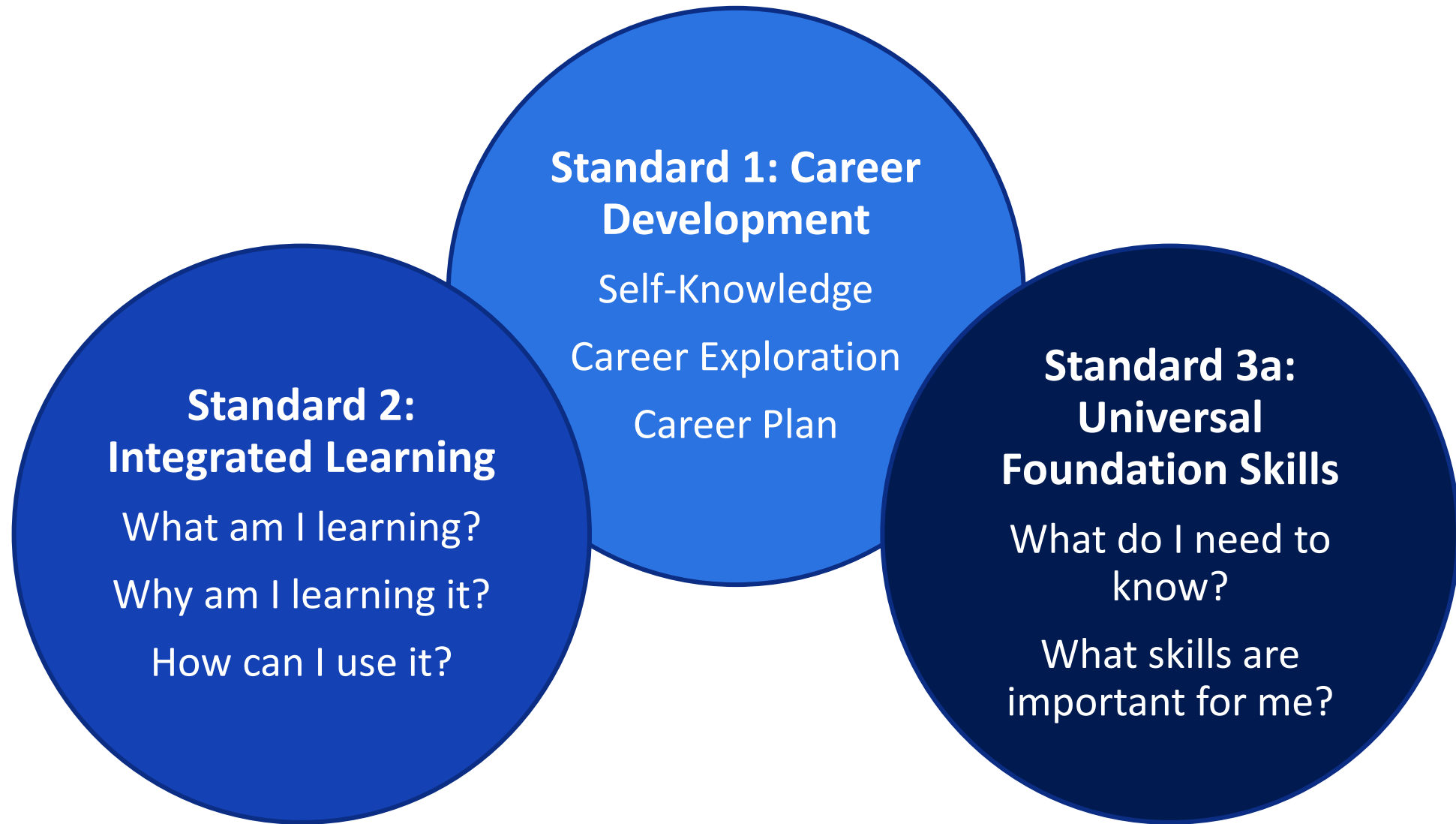
Shifting Mindsets



- How can you bring together academics and transition content in your current setting?
- How do we bring the family lens and the school lens together to support individual students?

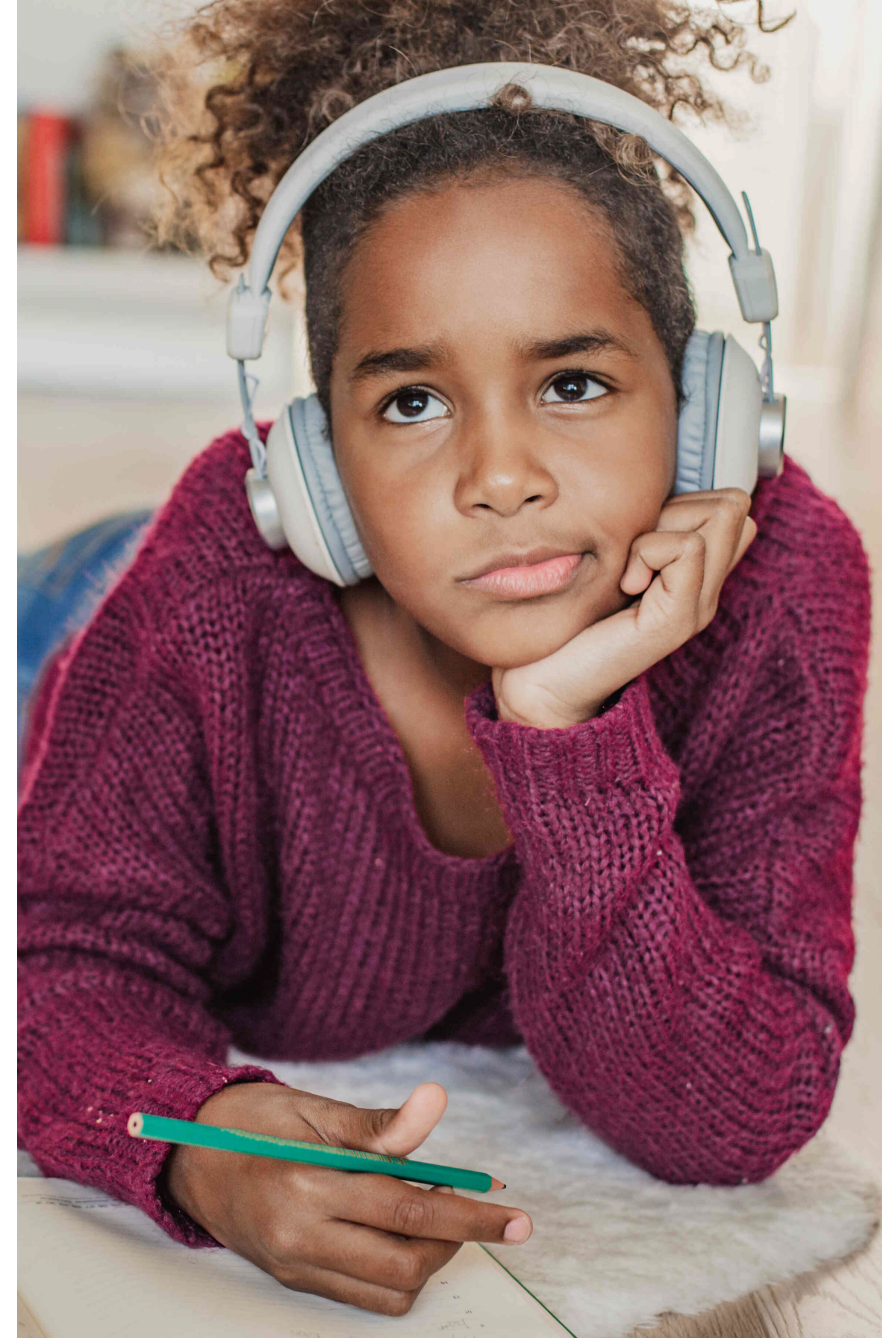
Overview of the CDOS Learning Standards

Knowledge, Application, and Skills



Questions We Need to Help Students Answer

- Who am I?
- Where am I going?
- How will I get there?



Structure of the CDOS Learning Standards



A Continuum of Learning

Standard (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors)

Key Idea

Performance Indicators at 3 Levels (Elementary, Intermediate, Commencement)

Sample Tasks for Each Level

Teaching to the Standards



You know you are providing instruction in CDOS standards when...

Lessons:

- Have real-life application
- Are authentic and project-based
- Experiential in nature
- Hands-on
- Connect to careers

Students:

- Connect present learning to future goals
- Explore various career paths without limiting their choices
- Engage in career roleplaying
- Learn and apply skills learned in school

When We Teach to the Standards

You know you are providing instruction in CDOS standards when...

- Students integrate knowledge with experience.
- Students offer comments on how much they are looking forward to their future careers because classroom activities are relevant to the real world.
- The teacher discusses his/her own skills with students.
- Assessment directly measures performance.
- Parents thank you for introducing career opportunities to their child.

Standard 1: Career Development

Elementary, Intermediate, and Commencement Levels

Career Development Theories: Donn Brolin's Four Stages of Career Development

Awareness

- Why people want to work; contributions to lifestyle and life choices

Exploration

- Job shadowing and trial work experiences to narrow career choices

Preparation

- Confirmation of one career field; refine interviewing and job seeking skills for work experience positions

Assimilation

- Participation in employee activities, to support satisfaction between career and worker

Career Awareness

Developing a general awareness of self, the world of work, and the application of academic concepts.

- Awareness of strengths, interests, preferences, needs
- Self-worth/confidence
- Socially desirable behaviors
- Attitudes toward work (i.e., work ethic)
- Different jobs/occupations/options
- Desirable work habits
- Self-determination skills

Career Exploration

Promoting a deeper understanding of potential careers and opportunities for an investigation of a particular industry, career, or occupation of interest.

- Deeper examination of occupations/jobs
- Deeper exploration of skills/abilities/needs
- Begin discrepancy analysis
- Hands-on experiences
- Self-determination/advocacy skills

Career Preparation

Promoting in-depth discovery of a particular career and the development of the skills and understanding of the education and training needed in a particular industry/occupation.

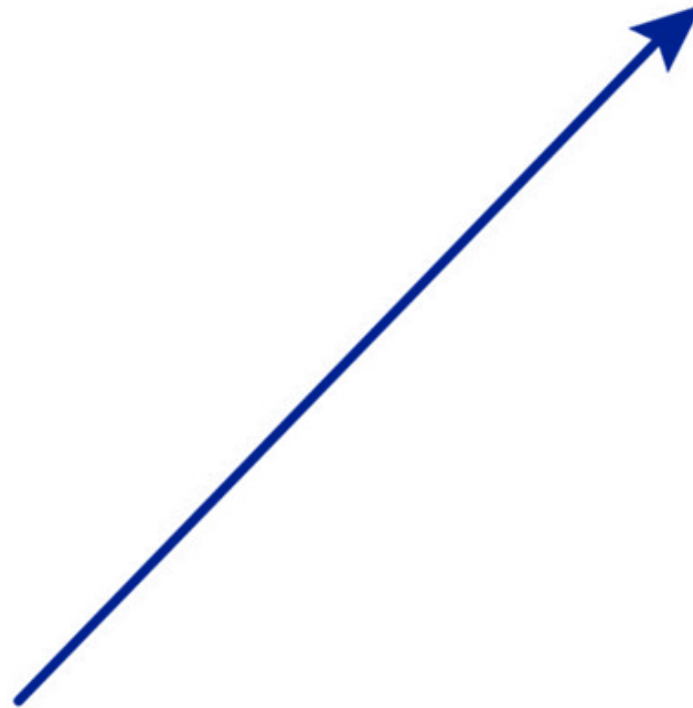
- Clarification of personal goals and career goals
- Identification of social and occupational competencies needed for success
- Identification of steps needed to meet goals
- CTE Courses, WBL, opportunities to learn hands-on



SUCCESS

SUCCESS

**Career
Development
Today Is
Rarely Linear**



what people think
it looks like

what it really
looks like

CDOS Standard 1: Career Development



Elementary, Intermediate, and Commencement Levels

Standard:

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

Key Idea:

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

Career Development Performance Indicators

Across Three Levels

Elementary Level:

- Begin a career plan that would assist in the transition from school to eventual entry into a career option.
- Demonstrate an awareness of their interests, aptitudes, and abilities.
- Know the value of work to the individual and society in general.

Intermediate Level:

- Continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.
- Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.
- Understand the relationship of personal interests, skills, and abilities to successful employment.

Commencement Level:

- Complete a career plan that would permit eventual entry into a career option of choice.
- Apply decision-making skills in the selection of a career option or strong personal interest.
- Analyze skills and abilities required in a career option and relate them to their own skills and abilities.

Career Development Sample Tasks

Across Three Levels

Elementary Level:

- Classify hobbies, favorite school subjects, interests, and special talents with their relationship to working with people, information, or things.
- Identify favorite school subjects and special talents and relate them to specific occupations.
- Explain reasons why people work, describe different occupations in their community and how these occupations benefit others.

Intermediate Level:

- Identify characteristics and educational requirements of three career options, including those considered nontraditional.
- Reassess personal interests and abilities and match them to career options.
- Explain the importance of punctuality, dependability, integrity, and getting along with others for success in a work environment.

Commencement Level:

- Reevaluate long-range personal goals and match them to a career option.
- Prepare a personal balance sheet/inventory of skills, qualities, and experiences needed for successful employment in a career option.
- Prepare a career research paper that contains details of three specific jobs within the career option.

The Ongoing Nature of Career Development



Family Support in the Career Development Process

Families can support youth in the career development process by:

- Having high expectations
- Discovering in-school career exploration activities
- Exploring a range of career options
- Investigating online career tools and resources
- Encouraging youth to explore multiple pathways
- Networking to find exploration and/or employment opportunities

Standard 2: Integrated Learning

Elementary, Intermediate, and Commencement Levels

The Importance of Integrated Learning

What am I learning? Why am I learning it? How will I use it?

Integrated Learning encourages students to:

- Use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.
- See the usefulness of the concepts they are being asked to learn and to understand their potential application in the world of work.

Standard 2: Integrated Learning

Elementary, Intermediate, and Commencement Levels

Standard:

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Key Idea:

Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Integrated Learning Sample Tasks

Across the Continuum

Elementary Level:

- Tell a story about how a school cafeteria employee uses mathematical and English language arts skills on the job.
- Explain why being able to tell time is important to an airline pilot, a football referee, or a teacher.
- Integrate mathematical/science concepts to plan and design a garden, basketball court, or fish pond.

Intermediate Level:

- Match an inventory of academic knowledge and technical skills to specific careers in which they would be useful.
- Edit the work of other students for a school newsletter.
- Work in teams to complete a promotional campaign, applying the principles of various disciplines to sell products.

Integrated Learning Sample Tasks (continued)

Across the Continuum

Commencement Level:

- Use effective skills and techniques in a simulated job interview.
- Interview a medical specialist and develop a presentation to depict knowledge and skills that are required for this career.
- Work in teams to formulate a historical presentation on specific careers and demonstrate how job requirements and training are changing due to new technology.
- Read a series of job descriptions of interest to identify the necessary application of academic knowledge and technical skills that are required for particular careers, as well as the job outlook (decline/growth) and possible earnings.

Application of UDL and Integrated Instructional Learning

UDL Guidelines

Think self-determination skills

- Provide multiple means of **Engagement**
The “why” of learning
- Provide multiple means of **Representation**
The “what” of learning
- Provide multiple means of **Action and Expression**
The “how” of learning



Multiple Means of Engagement

Guideline 7—Recruiting Interest

Checkpoint 7.2: Optimize relevance, value, and authenticity

- Individuals are engaged by information and activities that are relevant and valuable to their interests and goals.
- To recruit all learners equally, it is critical to provide options that optimize what is relevant, valuable, and meaningful to the learner.
- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.

Multiple Means of Representation

Guideline 3—Comprehension

Checkpoint 3.4: Maximize transfer and generalization

- All learners need to be able to generalize and transfer their learning to new contexts.
- All learners can benefit from assistance in how to transfer the information they have to other situations, as learning is not about individual facts in isolation.
- Embed new ideas in familiar ideas and contexts.
- Provide explicit, supported opportunities to generalize learning to new situations.

Multiple Means of Action and Expression

Guideline 6—Executive Functioning

Checkpoint 6.1: Guide appropriate goal-setting

- Embed graduated scaffolds for learning to set personal goals that are both challenging and realistic.

Checkpoint 6.2: Support planning and strategy development

- Graduated scaffolds that help them actually implement strategies; or engagement in decision-making with competent mentors.

Checkpoint 6.3: Facilitate managing information and resources

- Provide a variety of internal scaffolds and external organizational aids to keep information organized and “in mind.”

Checkpoint 6.4: Enhance capacity for monitoring progress

- Provide “formative” feedback that allows learners to monitor their own progress effectively and to use that information to guide their own effort and practice.

Key Questions to Consider When Applying UDL in Planning Lessons



Think about how learners will engage with the lesson.

Does the lesson provide options that can help all learners:

- Regulate their own learning?
- Sustain effort and motivation?
- Engage and interest all learners?

Think about how information is presented to learners.

Does the information provide options that help all learners:

- Reach higher levels of comprehension and understanding?
- Understand the symbols and expressions?
- Perceive what needs to be learned?

Think about how learners are expected to act strategically and express themselves.

Does the activity provide options that help all learners:

- Act strategically?
- Express themselves fluently?
- Physically respond?

Applying UDL



Think about what UDL strategies could be incorporated when planning lessons in each of the following three categories

Engagement

- Student developed rubric
- Checklist outlining steps
- Obtain student feedback at end of class as to what was successful
- Discussion protocols
- Provide choice of career to research
- Vision board
- Guiding questions
- Anticipation guides

Representation

- Guided notes
- Task cards
- Concept Maps
- Sticky notes for note taking
- Use multiple forms to convey information: photographs, video clips

Action and Expression

- Response cards
- Choice boards/menus
- Multiple means to show work: posters, podcasts, dramatization
- Online tools
- Sticky notes

Integrating Instructional Learning Across Content Areas

Social Studies/English Language Arts (ELA) Curricula

Social Studies: US History curriculum includes being able to identify how society and individuals were impacted by the Industrial Revolution and 21st Century Skills.

ELA: Throughout P–12 instruction, it is expected that students will read, write, listen, and speak for:

1. Information and understanding
2. Literary response and expression
3. Critical analysis and evaluation
4. Social interaction

Integrating Social Studies/ELA Outcomes

Blended assignment example:

Teachers from US History and ELA collaborate and plan together:

- Each student is assigned a career to research addressing “the changing world of work”
- Students research assigned career and ELA teacher focuses on writing and speaking skills
- Students develop a presentation, using technology as appropriate
- Students present their career in one or both classes

Integrated Learning: Elementary Sample Activity

Content Area(s): English Language Arts

Title of Activity: Wide World of Sports

| GRADE | | | | |
|-------|---|---|---|---|
| K | 1 | 2 | 3 | 4 |

Estimated Time: 2 days

| OBJECTIVE(S) Students will brainstorm word banks to match specific careers. Students will illustrate and write descriptive texts about themselves. | ELEMENTARY STANDARDS | |
|--|--|-------------------------------|
| | DESCRIPTION OF ACTIVITY Students are given the opportunity to explore careers in sports (other than careers as players). This lesson opens the door to the world of sports careers. This is a great springboard for further research, writing, and making presentations about a specific sports-related career. <ul style="list-style-type: none"> As a class, students brainstorm jobs associated with sports or sports teams, such as managers, trainers, broadcasters, or merchandising jobs. In cooperative groups, word banks are developed for specified careers that have been assigned to the groups. The words are written on chart paper. Information is shared with the class. Students each choose one career and research that career. Students draw a picture of themselves performing that job. Text is added to describe the career, tell what is happening in the picture, identify necessary skills, and explain why the career was chosen. Pictures and text are combined into a class "Sports Careers" book for the resource area. | Career Development (1) |
| 1. Career Plan | | |
| 2. Awareness of Interests, Aptitudes, and Abilities | | |
| 3. Value of Work | | |
| 4. Changing Nature of Workplace | | |
| 5. Exploring Preferences | | |
| 6. Relationship of Decision Making | | |
| 7. Changing Roles | | |
| Integrated Learning (2) | | |
| 1. Identify academic knowledge and skills | | • |
| 2. Demonstrate differences | | • |
| 3. Solve problems | | |
| Universal Foundation Skills (3a) | | |
| 1. Basic Skills | | • |
| 2. Thinking Skills | • | |
| 3. Personal Qualities | • | |

Content Area(s): Science, Technology

Title of Activity: Technology and Its Impact on Our Environment

| GRADE | | | |
|-------|---|---|---|
| 5 | 6 | 7 | 8 |

Estimated Time: 5 class periods

| OBJECTIVE(S) | INTERMEDIATE STANDARDS | | | | | | | | | | | | | | | | | | | | | | |
|---|--|------------------------|--|----------------|--|--|--|--|--|---|--|---|--|-------------------------|--|--|---|---|--|---|--|----------------------------------|--|
| Students will gain an understanding of the impact technology has had on our environment. | <table border="1"> <thead> <tr> <th colspan="2">Career Development (1)</th> </tr> </thead> <tbody> <tr> <td>1. Career Plan</td> <td></td> </tr> <tr> <td>2. Relationship Among interests, Aptitudes, and Abilities, and Career Research</td> <td></td> </tr> <tr> <td>3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment</td> <td></td> </tr> <tr> <td>4. Changing Nature of Work and Educational Requirements</td> <td></td> </tr> <tr> <td>5. Relationship of Personal Choices to Career Decision Making</td> <td></td> </tr> <tr> <th colspan="2">Integrated Learning (2)</th> </tr> <tr> <td>1. Apply academic knowledge and skills</td> <td>•</td> </tr> <tr> <td>2. Solve problems that call for applying academic knowledge</td> <td></td> </tr> <tr> <td>3. Use academic knowledge and skills in an occupational context</td> <td></td> </tr> <tr> <th colspan="2">Universal Foundation Skills (3a)</th> </tr> </tbody> </table> | Career Development (1) | | 1. Career Plan | | 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research | | 3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment | | 4. Changing Nature of Work and Educational Requirements | | 5. Relationship of Personal Choices to Career Decision Making | | Integrated Learning (2) | | 1. Apply academic knowledge and skills | • | 2. Solve problems that call for applying academic knowledge | | 3. Use academic knowledge and skills in an occupational context | | Universal Foundation Skills (3a) | |
| Career Development (1) | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Career Plan | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Relationship Among interests, Aptitudes, and Abilities, and Career Research | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Relationship Among interests, Aptitudes, and Abilities, and Successful Employment | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Changing Nature of Work and Educational Requirements | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Relationship of Personal Choices to Career Decision Making | | | | | | | | | | | | | | | | | | | | | | | |
| Integrated Learning (2) | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Apply academic knowledge and skills | • | | | | | | | | | | | | | | | | | | | | | | |
| 2. Solve problems that call for applying academic knowledge | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Use academic knowledge and skills in an occupational context | | | | | | | | | | | | | | | | | | | | | | | |
| Universal Foundation Skills (3a) | | | | | | | | | | | | | | | | | | | | | | | |
| DESCRIPTION OF ACTIVITY | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Class brainstorms the impacts technology has had on environment; examples are wildlife preservation, “throw-away society,” nuclear waste, and ozone depletion. • Students select one impact and research it. • Students write a letter to an environmental or governmental agency that deals with their topic, asking for information. • Students choose one of the following projects: <ul style="list-style-type: none"> ○ Research paper addressing their topic ○ Project related to their topic, such as birdhouses, recycling bins, or products created from recycled materials ○ Plan of action, such as posters, brochures, flyers, announcements, energy surveys, letters to the editor • Students present their projects and research. • Students write a one-page summary of the information and materials they received as a result of their letters. | | | | | | | | | | | | | | | | | | | | | | | |

Integrated Learning: Intermediate Sample Activity

Integrated Learning: Commencement Level Sample Activity

Content Area(s): Engineering/Technologies, Economics

Title of Activity: Financial Markets and Planning

| GRADE | | | |
|-------|----|----|----|
| 9 | 10 | 11 | 12 |

Estimated Time: 3–5 days, with evaluation throughout the semester or year

| OBJECTIVE(S) | COMMENCEMENT STANDARDS |
|---|--|
| Students will gain valuable life skills in financial markets and planning as they develop an awareness of the United States economy. | |
| <p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Teacher, financial planner, financial reporter, or representative from the business school of a local university speaks to the class on the importance of understanding the financial markets and developing a financial plan for the future. Students are presented with definitions and information regarding: <ul style="list-style-type: none"> NASDAQ/AMEX Standard & Poor’s 500 Insurance Interest Rates (both borrowing and investing) The Dow Jones industrial average Credit and credit ratings Mutual funds Savings Teacher or speaker explains the financial advantages/disadvantages, and relative risks, of the different investment formats, and discusses the difference between long-term and short-term investment. Students access numerous, related websites and various resources (e.g., magazines, newspapers) reinforcing definitions previously discussed. Students are taught how to invest and how to check on gains or losses. Each student is “given” a set amount of money to invest and develops a financial plan. The status of each student’s account is checked weekly, and each student maintains a spreadsheet of his “investments.” At the end of the semester or year, each student reevaluates his/her plan and has the opportunity to make adjustments. Each student submits a report of the gains/losses and explains why adjustments were made. Students discuss insights they gained from the experience. | <p>Career Development (1)</p> <ol style="list-style-type: none"> Complete development of career plan Apply decision-making skills in selection of a career option Analyze skills and abilities in a career option <p>Integrated Learning (2)</p> <ol style="list-style-type: none"> Demonstrate integration and application Use academic knowledge and skills Research, interpret, analyze, and evaluate information <p>Universal Foundation Skills (3a)</p> <ol style="list-style-type: none"> Basic Skills Thinking Skills Personal Qualities Interpersonal Skills Technology Managing Information Managing Resources Systems |

CDOS Commencement Core Curriculum Standard 2, p. 198

Instructional Design—Integrating Skills



Identify real world tasks that are connected to academic content you need to teach.

- Reading for understanding
 - Use an article on current trends in employment, hunter safety guide, owner’s manuals to household appliances
- Math skills connected to how students would use them at home, in their jobs, and in the community
 - Connect math skills to making a budget, building a building, calculating interest on a credit card or loan, fractions (measuring cups, socket sets, or drill bits)
- Assign English essays on strengths, interests, preferences, or compare and contrast two jobs
- Have students search the internet for information on their disability, potential colleges, job requirements
- Conduct mock interviews for job seeking

Embedding Instruction Across Settings

How do we teach self-determination in:

- Science and math classes
- Language arts and social studies classes
- Physical education, art, and music classes
- Elective classes
- Vocational classes and programs
- Special education classes and programs
- Extracurricular activities

Standard 3a: Universal Foundation Skills

Elementary, Intermediate, and Commencement Levels

Universal Foundation Skills Across Three Levels

Standard—Students will:

Demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

- Skills that are essential for success in **both** school and the workplace
- Should address as many skills as possible in all subject areas
- Can be a great reference point for annual goals for students (cross-content **skills**)

Universal Foundation Skills

CDOS—Standard 3a



Basic Skills

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to
- Self-evaluate knowledge, skills and abilities

Thinking Skills

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Universal Foundation Skills (continued)

CDOS—Standard 3a

Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

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

Example: Interpersonal Skills Across Three Levels

Key Idea: Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Elementary Performance Indicator: Students relate to people of different ages and from diverse backgrounds.

Intermediate Performance Indicator: Students demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

Commencement Performance Indicator: Students communicate effectively and help others to learn a new skill.

Universal Foundation Skills



How Are We Developing These Skills in Our Students?

Let's discuss:

- Examples of what you are already doing to develop the Universal Foundation Skills in each category.
- Ways to expand what's already happening to address additional Universal Foundation Skills or move along the continuum.

Deeper Dive: CDOS Core Curriculum



Please refer to the CDOS Core Curriculums for Standards 1 and 3a: Elementary, Intermediate, and Commencement Sample Activities.

- Choose the level of core curriculum you would like to explore further.
- Pick at least one activity you can implement in your classroom or role.
- Be prepared to share out the activity you chose and why.

Standard 3b: Career Majors

Career Majors Overview

6 Areas:

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

3 Levels:

- Core
- Specialized
- Experiential

Ways to Develop These Skills



- Course of study that includes elective classes that support goals (e.g., business classes, additional science classes)
- CTE classes (BOCES or school-based programs)
- WBL internships, job shadows, community-based work experience programs that support the student's measurable postsecondary goals.

Resources to Support the CDOS Learning Standards

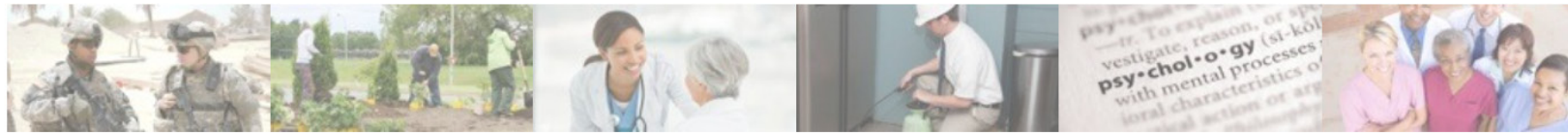
Resources for Supporting the CDOS Learning Standards

- Career Website Resources
- CDOS Resources: Supplemental Teaching Tools
- Career Plans/CareerZone
- Self-Determined Learning Model of Instruction (SDLMI)

Career Website Resources (1 of 3)

My Next Move

What do you want to do for a living?



"I want to be a ..."



**Search careers
with key words.**

Describe your dream career in a few words:

Examples: doctor, build houses

Search



"I'll know it when I see it."



**Browse careers
by industry.**

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse



"I'm not really sure."



**Tell us what you
like to do.**

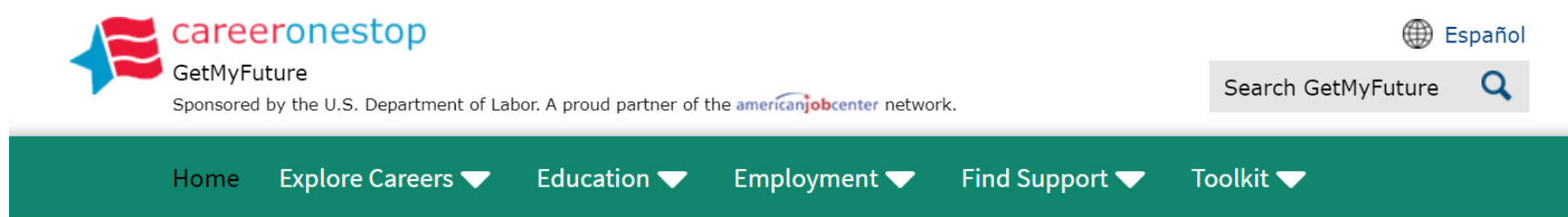
Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start



Career Website Resources (2 of 3)

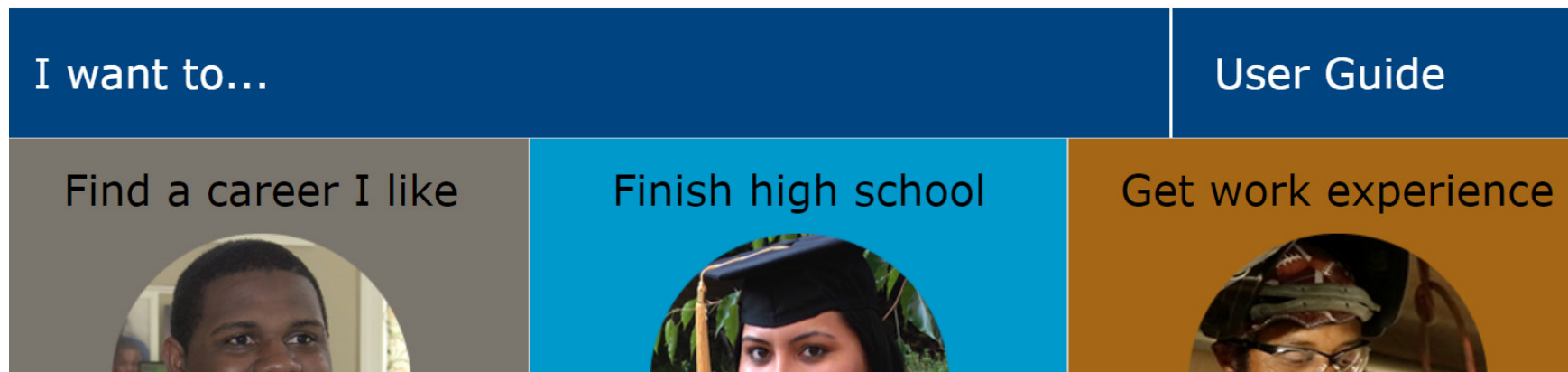
CareerOneStop—GetMyFuture



GetMyFuture

"Find a career that makes you happy every morning you wake up."

- Lonnie, first generation college graduate. [See Lonnie's story.](#)



Career Website Resources (3 of 3)

Virginia Career VIEW

Kids Search How do you want to search?

Data, People, and Things



Subjects



Interests



Clusters



Career Exploration Activity



Let's Try It

- Complete the interest inventory on Get My Future
- Under your results graph click on “Medium Preparation” under Experience or Education Needed
- Choose 1 of your top matches, click on the job title and review the Occupational Profile provided
- Be prepared to share out: *What job did you explore? What was something that you would like or dislike about the job? What was the outlook for this type of job? Could your students benefit from this kind of activity?*

Supplemental Teaching Tools (1 of 3)

Lesson Planning with CDOS Alignment



Lesson Planning with CDOS Alignment

| Content Area | Title of Lesson |
|--|--------------------------|
| Standard 1—Career Awareness See the connection to the world of work | OBJECTIVES: |
| Standard 2—Integrated Learning Understand how the skills used in this activity are useful in the world of work | DESCRIPTION: |
| Standard 3a—Foundation Skills BASIC SKILLS Read Write Listen Speak Mathematics | MODIFICATIONS: |
| THINKING SKILLS Evaluate facts Solve problems Make decisions | |
| PERSONAL QUALITIES Plan Organize Self-manage Act independently | MATERIALS / RESOURCES: |
| INTERPERSONAL SKILLS Cooperate Participate as a team member | |
| TECHNOLOGY Select appropriate technology Use appropriate technology | ASSESSMENT / EVALUATION: |
| MANAGING INFORMATION Access information Communicate information appropriately | |
| MANAGING RESOURCES Use resources effectively to complete tasks | |
| SYSTEMS Understand and work effectively within a given system | |

Supplemental Teaching Tools (2 of 3)

Career Development Rubric

Career Development Rubric

Name: _____ Date: _____

Assignment: _____

| This Student Can: | Remarkable Evidence | Acceptable Evidence | Minimal Evidence | No Evidence | N/A |
|--|---------------------|---------------------|------------------|-------------|-----|
| Standard 1—Career Awareness See the connection to the world of work | | | | | |
| Standard 2—Integrated Learning Understand how the skills used in this activity are useful in the world of work | | | | | |
| Standard 3a—Foundation Skills: | | | | | |
| BASIC SKILLS | | | | | |
| Read | | | | | |
| Write | | | | | |
| Listen | | | | | |
| Speak | | | | | |
| Use mathematics skills | | | | | |
| THINKING SKILLS | | | | | |
| Evaluate facts | | | | | |
| Solve problems | | | | | |
| Make decisions | | | | | |
| PERSONAL QUALITIES | | | | | |
| Plan | | | | | |
| Organize | | | | | |
| Self-manage | | | | | |
| Act independently | | | | | |
| INTERPERSONAL SKILLS | | | | | |
| Cooperate | | | | | |
| Participate as a team member | | | | | |
| TECHNOLOGY | | | | | |
| Select appropriate technology | | | | | |
| Use appropriate technology | | | | | |
| MANAGING INFORMATION | | | | | |
| Access information | | | | | |
| Communicate information appropriately | | | | | |
| MANAGING RESOURCES | | | | | |
| Use resources effectively to complete tasks | | | | | |
| SYSTEMS | | | | | |
| Understand and work effectively within a given system | | | | | |

*Use this rubric to assess the presence of the career development skills in the content areas—K-12
** The categories of evidence can be viewed as a continuum from the highest level at the far left of Remarkable Evidence to the lowest level at the far right of No Evidence.
Developed by Carol Bliefnick, Natick-Shurg Central School, Natick-Shurg, NY 12764 Blief@Yahoo.com 199

Supplemental Teaching Tools (3 of 3)

Writer at Work Rubric

Writer at Work Rubric

| | AWARD-WINNING WRITER | LOCAL JOURNALIST | SCHOOL NEWS WRITER | WRITER IN TRAINING |
|--------------|---|--|---|--|
| CONTENT | <ul style="list-style-type: none"> • I have clearly stated and focused main idea. • I use important and relevant details that both support and develop my main idea. • I have conclusion that clearly summarizes the information or gives my opinion. • I fully understand the task and am able to complete it while making connections to the topic. | <ul style="list-style-type: none"> • I have a thoughtful main idea. • I use specific details to develop the main idea. • I have a conclusion that summarizes the information or gives my opinion. • I complete the task and make some connections. | <ul style="list-style-type: none"> • I need help writing a main idea sentence. • I use some details to support the main idea. • I have an incomplete or weak ending. • I am able to complete part of the task without help. | <ul style="list-style-type: none"> • I need help understanding the topic. • I need the teacher's help writing sentences that make sense about a topic. |
| ORGANIZATION | <ul style="list-style-type: none"> • The opening of my paragraph has a clear focus or purpose. • I write information in a logical sequence (in order). • I tie all of my ideas together with transition words. | <ul style="list-style-type: none"> • The opening of my paragraph has a purpose. • I write information in sequence. • I have a beginning, middle, and end. | <ul style="list-style-type: none"> • I need the teacher's help to write a beginning and an ending. • I can write facts for the middle of my passage without help. | <ul style="list-style-type: none"> • I need my teacher to show me how to write about a topic and put my ideas in order. |

How to Facilitate Instruction on the CDOS Learning Standards



1. Lesson Planning with CDOS Alignment template
 2. Career Development Rubric
 3. Writer at Work Rubric
- Discuss—in your role with the student, how can you facilitate instruction on the CDOS Learning Standards in various settings? (5–10 minutes)
 - Share out examples (2–5 minutes)

New York State Education Department (NYSED) Career Plans



- Career Plans are for **all** students across **all** grade levels. A Career Plan documents a history of achievement that students build from elementary school to high school.
- Kindergarten to Commencement Level plans are available on the NYSED website; students in grades 6-12 can create individual plans using NYS Department of Labor's [CareerZone website](#).
- Connect learning across subject areas, **align with CDOS Learning Standards**.
- Student participation in the completion of career plans promotes **CDOS skill development in all 3 learning standards**.

Elementary Level Career Plans

A Continuum

Kindergarten and 1st grade:

- Pictorial reflections
- Who am I?

2nd and 3rd grade:

- Pictorial reflections with simple descriptive sentences
- Who am I?
- Where am I going?

4th grade and up:

- Written format
- Who am I?
- Where am I going?
- How will I get there?
- Adds Skills/ Application section that addresses Universal Foundation Skills

Intermediate and Commencement Level Career Plans

Middle/Intermediate Level:

- Expands on sections in previous level
- Explicitly connects strengths, preferences, and interests to the world of work
- Students reflect not only on activities and experiences but the skills that are learned and how those skills can be applied in the future
- Encourages career exploration

Secondary/Commencement Level:

- Continues to expand on previous level
- Adds separate section for work experiences
- Requires more detailed career exploration
- Students rate their development of the Universal Foundation Skills

Career Plan Practice



- Select one skill area from the Skills/Application section of the NYS Commencement Level Career Plan (beginning on p. 3 of the template).
- Reflect on/share an experience or activity that helped you develop that skill **and** identify how that skill is used in your life and work experiences.

| Skills: | <u>Beginning Skill</u> Level I Possess (Check Off) | Experiences/Activities/Application: | <u>Final Skill</u> Level I Have Achieved (Check Off) |
|---|---|-------------------------------------|---|
| Basic Skills: Uses a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed |
| Thinking Skills: Demonstrates the ability to organize and process information and apply skills in new ways. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed |
| Personal Qualities: Demonstrates skills in setting goals, monitoring progress, and improving performance. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed |
| Interpersonal Skills: Communicates effectively and helps others to learn a new skill. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed |
| Technology: Applies knowledge of technology to identify and solve problems. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed |

CareerZone

Intermediate and Commencement Level



My Portfolio

Did you know?

The registered nurse occupation will add the most jobs between 2002 and 2012, making

1. My Personal Info
2. My Interests
3. My Journal
4. My Abilities
5. My Job Readiness Skills
6. My School Classes
7. My Colleges
8. My Areas for Growth
9. My Life Skills
10. My Saved Occupations
11. My Future Goals and Dreams
12. My After School Stuff
13. My Volunteer Experience
14. My Work Experience
15. My Final Activity
16. My Annual Review
17. View My Career Plan
18. My Contacts
19. My Resume
20. My Letters
21. My Reference List
22. Dollars and \$ense
23. Apprenticeship
24. Manage Attachments



My Portfolio

Welcome Joe | Eleventh Grade
Update My Account | (0) | Logout

Did you know?

During this decade, large numbers of Central New Yorkers will be employed in settings such as schools, business offices, call centers, medical facilities, stores, restaurants, and child care facilities.

- 01 Personal Info**
Keep your information up to date and get the most out of CareerZone.
- 02 Interest Profiler**
Need to know what career might be right for you? Enter some activities, and get suggestions of occupations to explore.
- 03 Journal**
Keep track of your past to help you make decisions about your future.
- 04 Abilities**
What are you good at? Keep a list to get a jump on writing a resume.
- 05 Job Readiness Skills**
Find an occupation that matches the skills you already have and learn about other skills you would like to obtain.
- 06 School Classes**
Keep track of which courses you are taking and how you feel about them.
- 07 Areas for Growth**
No matter how great you are, there's always room for improvement. Identify where you need to grow, and get some suggestions to help you do it.
- 08 Life Skills**
Whether you learned life skills in school, on the playground, or even at work, this section will explain how and where they developed.
- 09 Saved Occupations**
Create or review a list of occupation titles that interest you the most.
- 10 Future Goals and Dreams**
What do you want to do when you grow up? Compare
- 12 Volunteer Experience**
Civic minded and responsible? You should be proud of working to make a difference. Keep track of all your good deeds and volunteer work experiences here.
- 13 Work Experience**
Keep track of your jobs, and the responsibilities and accomplishments you had there. This will be really handy when you create a resume.
- 14 Work Importance Profiler**
Identify and explore occupations that you may like, based on what you are looking for and what different occupations can offer you.
- 15 Colleges**
Keep track and visit the webpages of the colleges you have selected to add to your portfolio.
- 16 Education History**
Keep a record of your educational accomplishments, past and present, then choose which ones to include on your resume.
- 17 Final Activity**
You'll be graduating soon, and moving on to new experiences. Stop and admire how far you've come so far by describing the school activity that best displays your career development accomplishments. Your career path will be a long one. It's been a long road to get this far, and you'll keep walking it for the rest of your life.
- 18 Annual Review**
It's important that your education be a team effort. You did your part; now use this section to keep track of the rest of the team. Check off who took part in the annual review and when they did it.
- MS Messaging**
Send messages to managed users.
- MG Management**
Configuration options for managing users.
- CA Combined Assessment**
View your combined assessment report.
- \$ Budgeting**
Develop a budget and get your financial life on track.
- RB Resume**
Bring it all together! Create a resume and land a job.
- JA Job Application Tool**
Get started on your job applications today!
- LW Letter Writer**
Create a cover letter, thank you letter, or follow-up letter to go with your resume.
- RL Reference List**
Create a list of references.
- CT Contacts**
Keep all of your contact information up to date for your resume and other job search documents.
- WS Work Samples**
Upload samples of your past work experience and save them to your portfolio.
- MA Manage Attachments**
Review all of the various files you've attached to your portfolio.
- AS Apprenticeships Search**
Search for apprenticeships in your home town or across the state.
- CP View Career Plan**
Bring it all together! See a print ready summary of your

SDLMI

The SDLMI is a teaching model implemented by teachers to enable their students to self-direct and self-regulate their actions in pursuit of goals. It is used by teachers to enable students to:

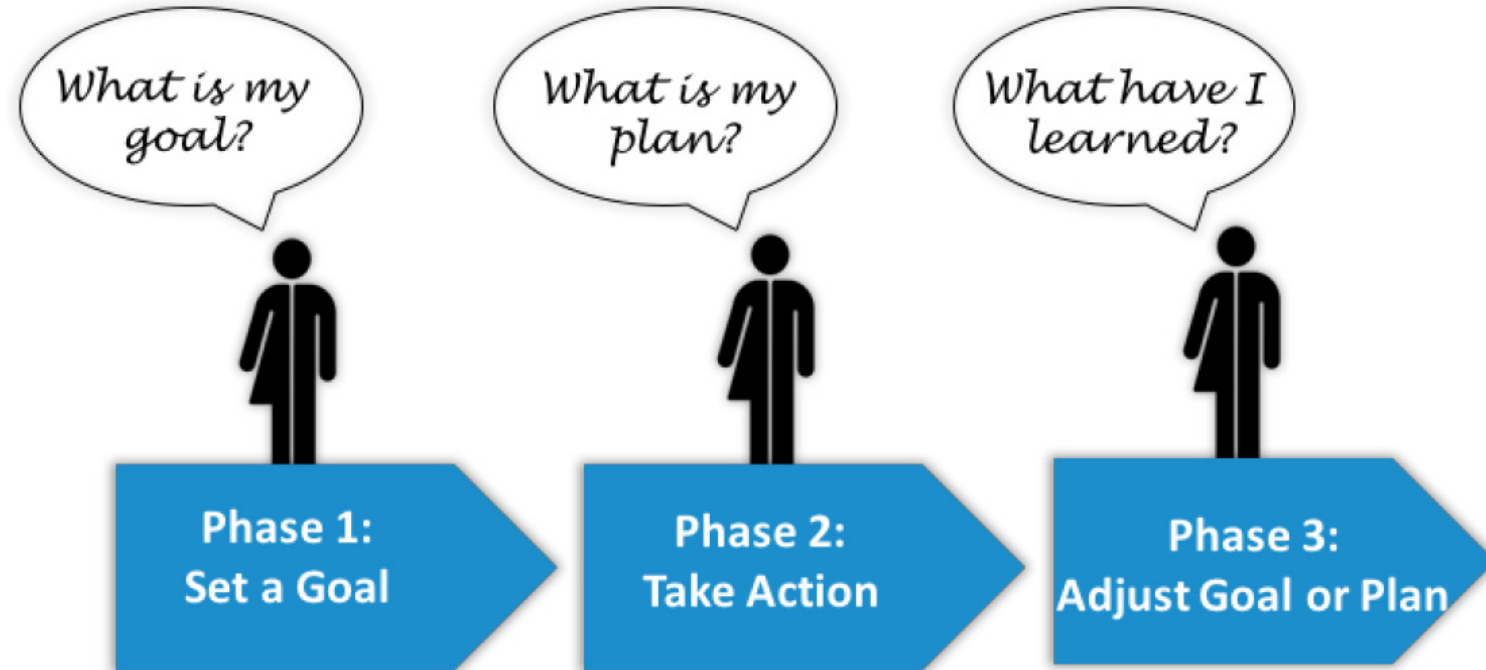
- Set goals
- Make choices and decisions
- Develop plans to reach goals
- Track progress toward goals

SDLMI Teacher's Guide



Use the model to support students with or without disabilities to:

- Learn and use skills that enable them to problem-solve, leading to goal-setting and attainment.
- Identify meaningful learning goals across multiple curricular domains.
- Make progress toward goals across multiple curricular domains.
- Achieve more positive school and post-school outcomes.
- Become more self-determined.



The SDLMI Teacher's Guide provides descriptions, examples, and reproducible worksheets.

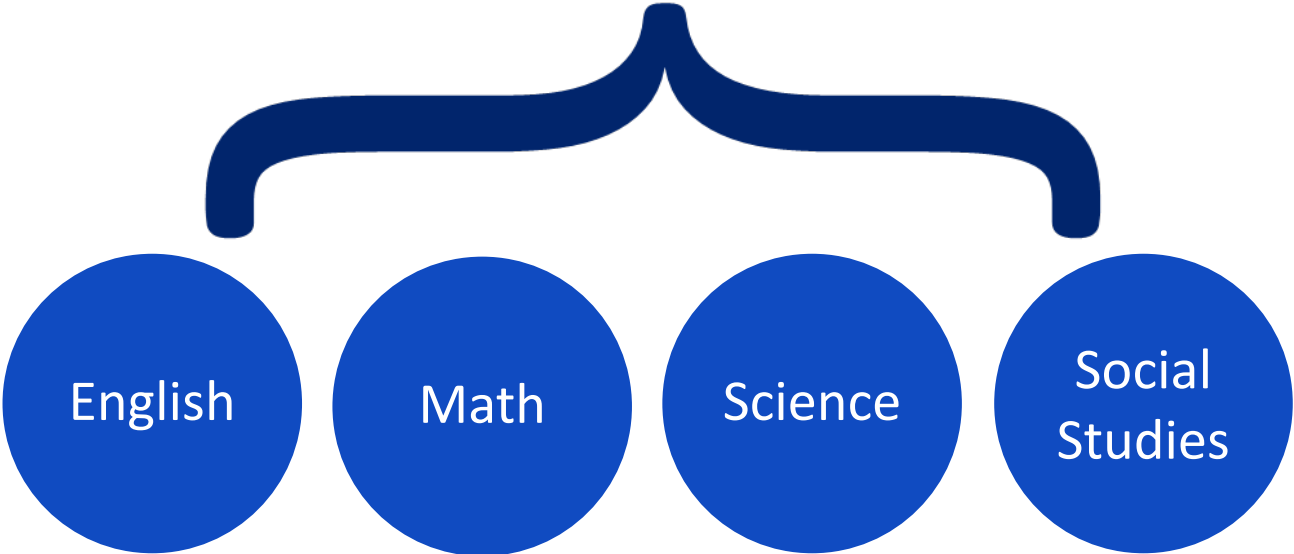
Multiple Pathways to Graduation and Exiting Credentials

The CDOS Learning Standards support all pathways.

Multiple (+1) Pathways

4

All students must pass four required assessments (one in each discipline)



+1



Pathways

STEM

Humanities

Arts

World Languages

CTE

CDOS

Civics

Multiple Roles of CDOS

CDOS as a Pathway to a Diploma

Student:

- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Successfully completes all the CDOS-CC requirements.

CDOS in Addition to a Diploma

Student:

- Earns 22 units of credit.
- Passes four required assessments (one in each discipline).
- Completes a pathway other than CDOS.
- Successfully completes all the CDOS-CC requirements.

CDOS as a Stand-Alone Exiting Credential

Student:

- Attempts, but does not successfully complete all the Regents or local diploma requirements.
- Completes all the CDOS-CC requirements

CDOS Commencement Credential: Option 1



- Career Plan



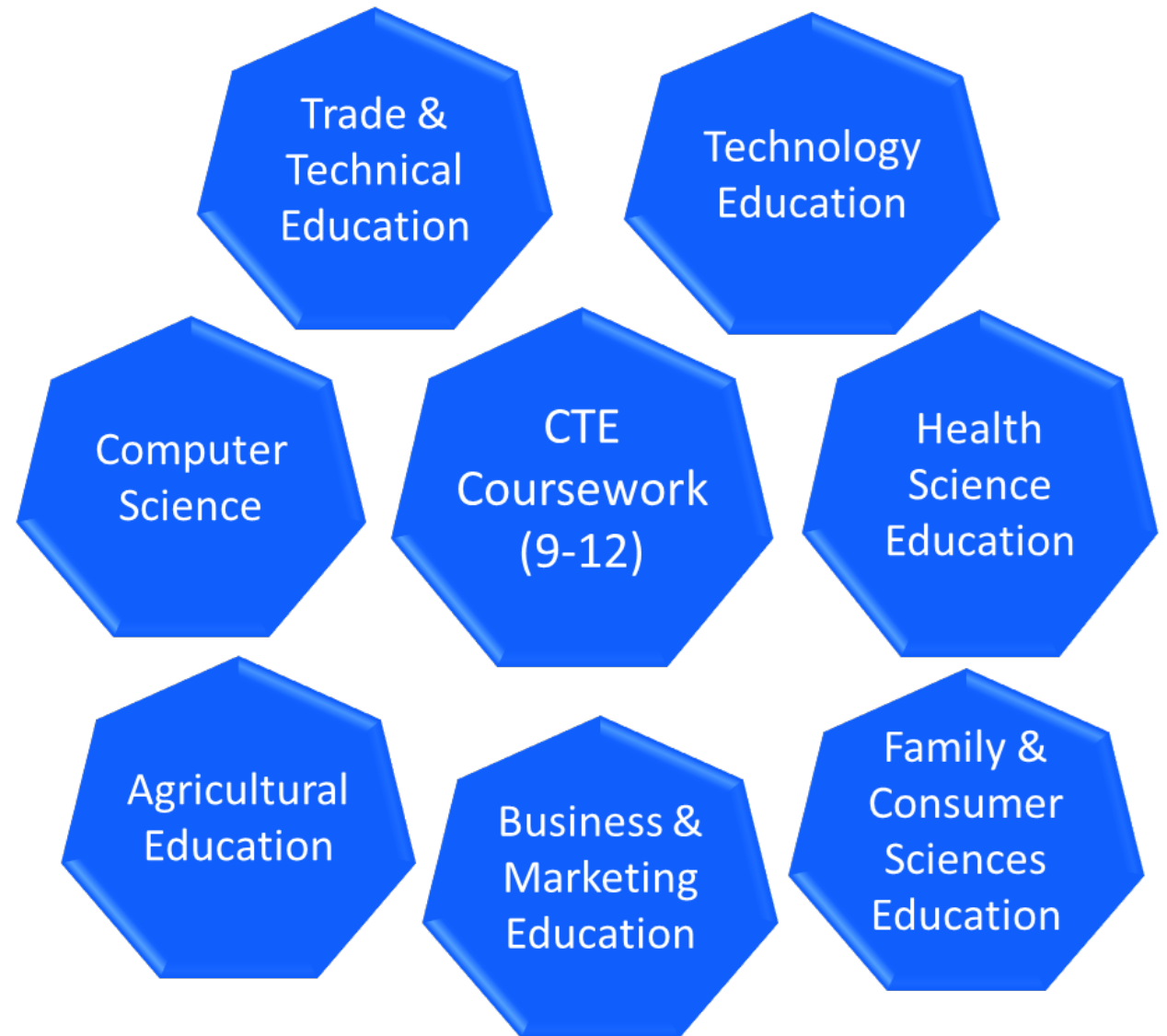
- Employability Profile



- **Demonstrated Achievement of CDOS Learning Standards**



- 216 hours of CTE coursework and/or Work-Based Learning (WBL) Experiences
 - at least 54 hours must be WBL



Evidence of Attainment of the Commencement Level CDOS Learning Standards



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 | | | | | |
| <u>Applies decision</u> 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 | | | | | |

Employability Profile



Handout

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. | | | | | |

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

| 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:*

Skills and Achievement Commencement Credential



- Available to students with disabilities assessed using the NYS Alternate Assessment (NYSAA).
- Must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development, and foundation skills needed for post-school living, learning, and working.
- The credential may be issued at any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which the student attains the age of 21.

Skills and Achievement Exit Summary



STUDENT EXIT SUMMARY

For Students Eligible for the New York State Alternate Assessment (NYSAA)

| | | |
|----------------------|----------------|--------------|
| Student: | School: | ID#: |
| Completed by: | Title: | Date: |

Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)

| | | |
|-----------------------------|--|--|
| 1: Not Applicable | Student has not had an opportunity or been observed to attempt or complete task. | |
| 2: Extensive Support | Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task. | |
| 3: Moderate Support | Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task. | |
| 4: Minimal Support | Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task. | |
| 5: Independent | Student completes task without assistance/supervision. | |

COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)

ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA

ENGLISH LANGUAGE ARTS:
 MATH:
 SOCIAL STUDIES:

Shifting Mindsets: Putting It All Together



Reflect on your current practices, how will you support students in achieving the CDOS learning standards?

- How can you bring together academics and transition content in your current setting?
- How do we bring the family lens and the school lens together to support individual students?

Questions and Answers



Resources (1 of 3)

[Amendments to Commissioner's Regulations Related to School Counseling](#)

[Office of Standards and Instruction—CDOS Resources](#)

[Office of Standards and Instruction—CDOS Pathway to a Regents or Local Diploma](#)

[Guidelines for Career and Technical Education Administrators and School Counselors](#)

[Part 100 Regulations of the Commissioner of Education](#)

[College and Career Readiness for Transition](#)

[Career Planning Toolkit](#)

Resources (2 of 3)

[Taxonomy for Transition Programming 2.0](#)

[NTACT:C Predictors by Outcome Area](#)

[Predictor Implementation Self-Assessment](#)

[My Next Move](#)

[CareerOneStop: GetMyFuture](#)

[NYS Career Plans](#)

[CareerZone](#)

[SDLMI](#)

Resources (3 of 3)

[Universal Design for Learning](#)

[Office of Standards and Instruction—Multiple Pathways](#)

[Office of Standards and Instruction—WBL and CDOS](#)

[Employability Profile](#)

[Office of Standards and Instruction—Exiting Credentials](#)

[Student Exit Summary Guidance and Form](#)

[Student Exit Summary For Students Eligible for the New York State Alternate Assessment \(NYSSA\)](#)

References (1 of 3)

Bridgeland, J. M., Dilulio Jr., J. J., & Morison, K. B. (2006). The silent epidemic: Perspectives of high school dropouts. *Civic Enterprises*.

Brolin, D. E. (1997). *Life centered career education: A competency-based approach*. Fifth Edition. Council for Exceptional Children.

Cabeza, B., Magill, L., Jenkins, A., Carter, E., Greiner, S., Bell, L., & Lane, K. (2013). Promoting Self-Determination Among Students With Disabilities: A Guide for Tennessee Educators. Project Support & Include, Vanderbilt University.

Kohler, P. D., & Field, S. (2003). Transition-focused education: Foundation for the future. *The Journal of Special Education*, 37(3), 174-183.

Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at www.transitionta.org.

References (2 of 3)

- Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W. H., Fowler, C. H., & Test, D. W. (2021). Secondary transition predictors of postschool success: An update to the research base. *Career Development and Transition for Exceptional Individuals, 44*(1), 47-64.
- Papay C, Unger DD, Williams-Diehm K, Mitchell V. Begin With the End in Mind: Infusing Transition Planning and Instruction Into Elementary Classrooms. *TEACHING Exceptional Children. 2015;47*(6):310-318.
- Solberg, V. S., Gresham, S., Phelps, L. A., & Budge, S. (2010). Identifying indecisive decision-making patterns and their impact on career development and workforce readiness. In *Annual Meeting of the American Educational Research Association, Denver, CO.*

References (3 of 3)

- Solberg, V. S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J., & Costa, L. (2018). Promoting quality individualized learning plans throughout the lifespan: A revised and updated ILP how to guide 2.0. *Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.*
- U.S. Department of Education (Department), Office of Special Education and Rehabilitative Services, A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities, Washington, D.C., 2017.
- Wehmeyer, M. L., Agran, M., & Hughes, C. (2000). A national survey of teachers' promotion of self-determination and student-directed learning. *The Journal of Special Education, 34*(2), 58-68.
- Young, J. R. (2017). How many times will people change jobs? The myth of the endlessly-job-hopping millennial. EdSurge. <https://www.edsurge.com/news/2017-07-20-how-many-times-will-people-change-jobs-the-myth-of-the-endlessly-job-hopping-millennial>

Contact Us

TAP for Transition

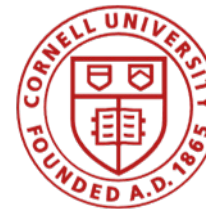
Amber McConnell, Director
TAPtransition@cornell.edu



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
—
Technical Assistance Partnership
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.