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

New York State Education Department
Office of Special Education
Educational Partnership

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

Discussion

- 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…"

(Kohler & Field, 2003)

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

Adapted from NTACT:C—Taxonomy for Transition Programming

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

Adapted from NTACT:C—Taxonomy for Transition Programming

Predictor Correlation to Outcome Areas

Handout

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.

NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

IDEAs that Work

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	

NTACT:C Predictors by Post-School Outcome Area

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

Handout

NTACT
National Technical Assistance Center on Transition

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	3rd	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 Early Knowledge and Skills →				Academic Skills →		
	Social Competence →				Life, Social, and Emotional Skills →		
	Self-awareness →				Self-advocacy →	Self-determination →	
	Related Services →	Related Student Services →					Adult Services →
	Environmental Adaptations →						
Family Engagement	Family Partnerships →				Family Involvement →		
	Family Competence →					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.

Part 100.1 Definitions

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 ¾ unit	½ unit elective to multiple unit sequence	Industry certification to degree
Goal	Career awareness	Career exploration	Career planning	Career success

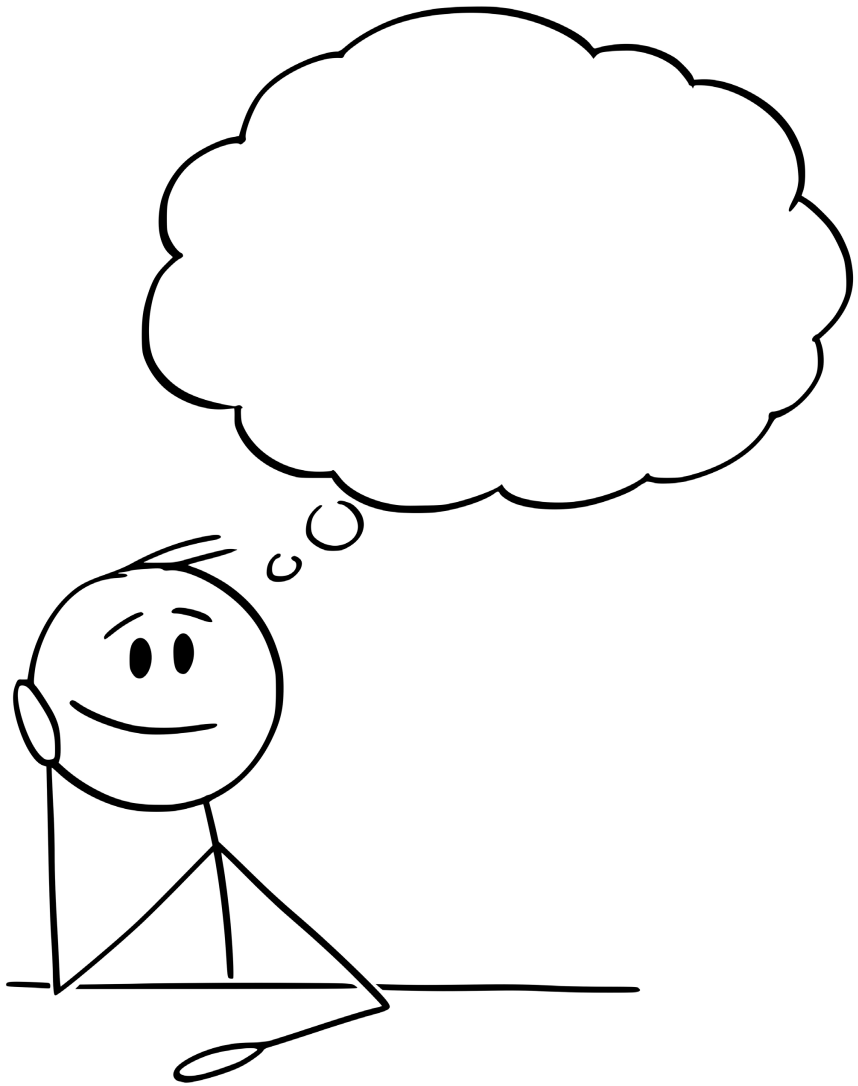
The School Counselor's Role is Central to the Success of Students

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).



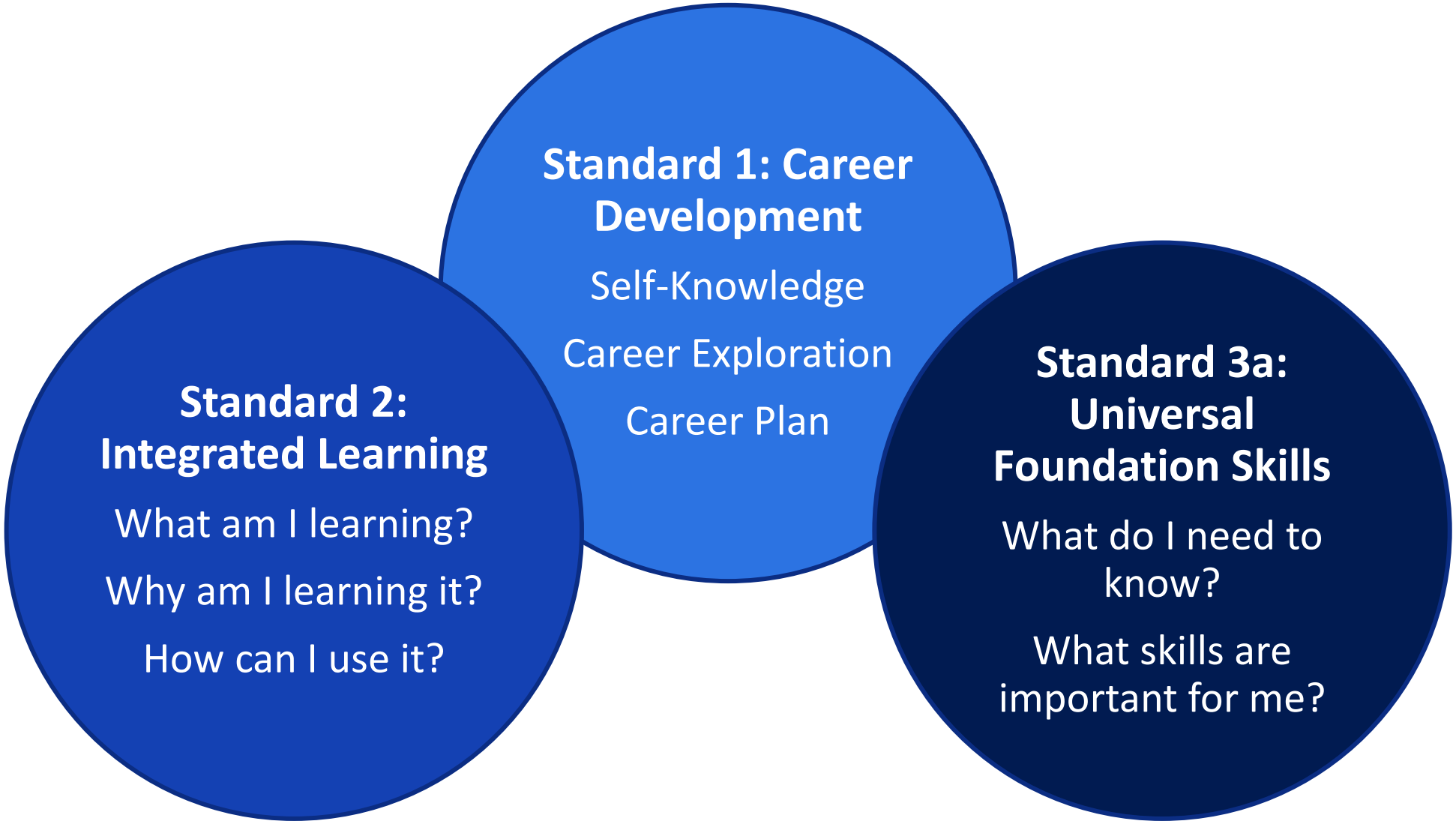
Shifting Mindsets

Reflection

- 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?

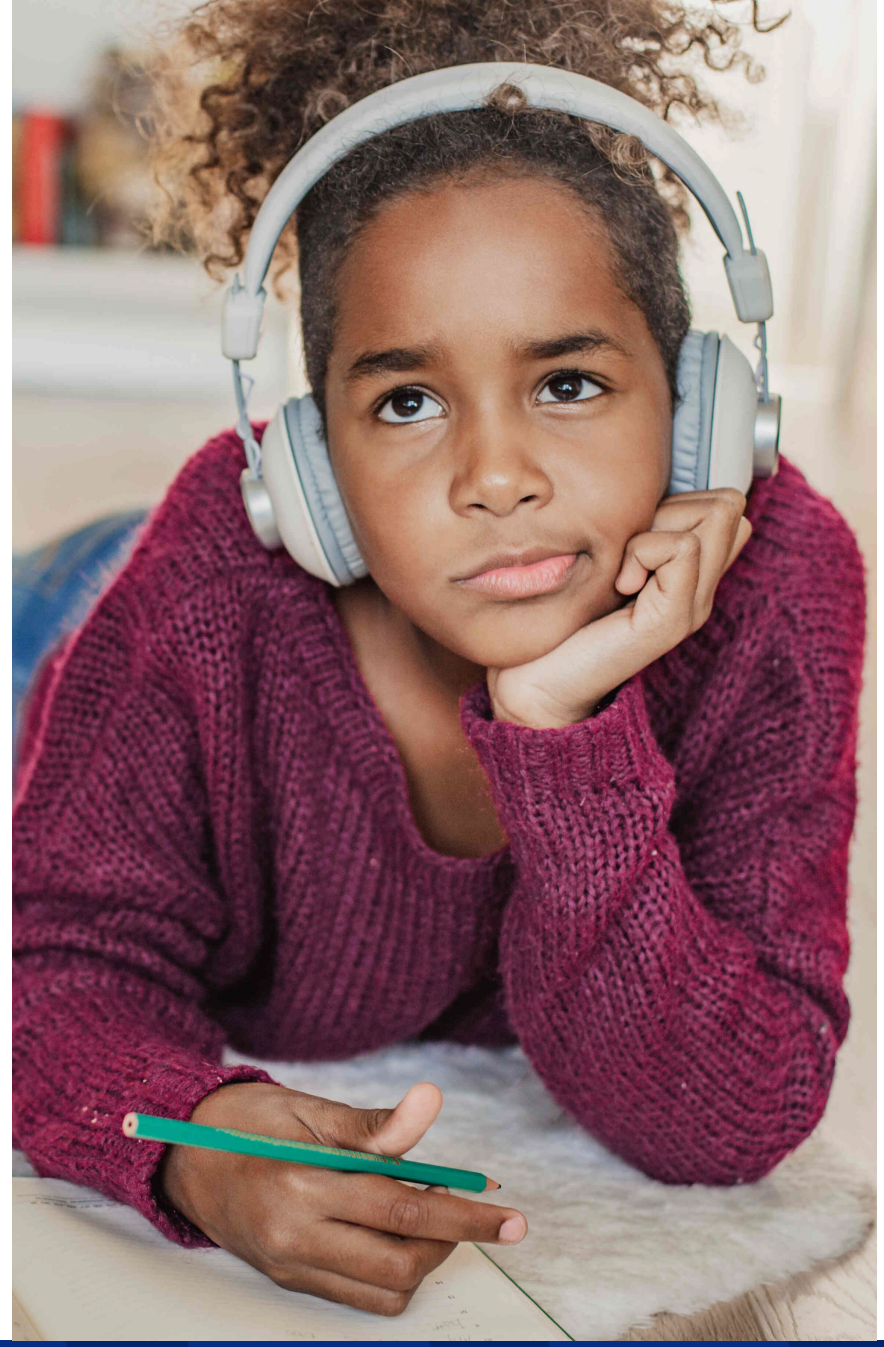
Overview of the CDOS Learning Standards

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

Handout

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

(Brolin, 1997)

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

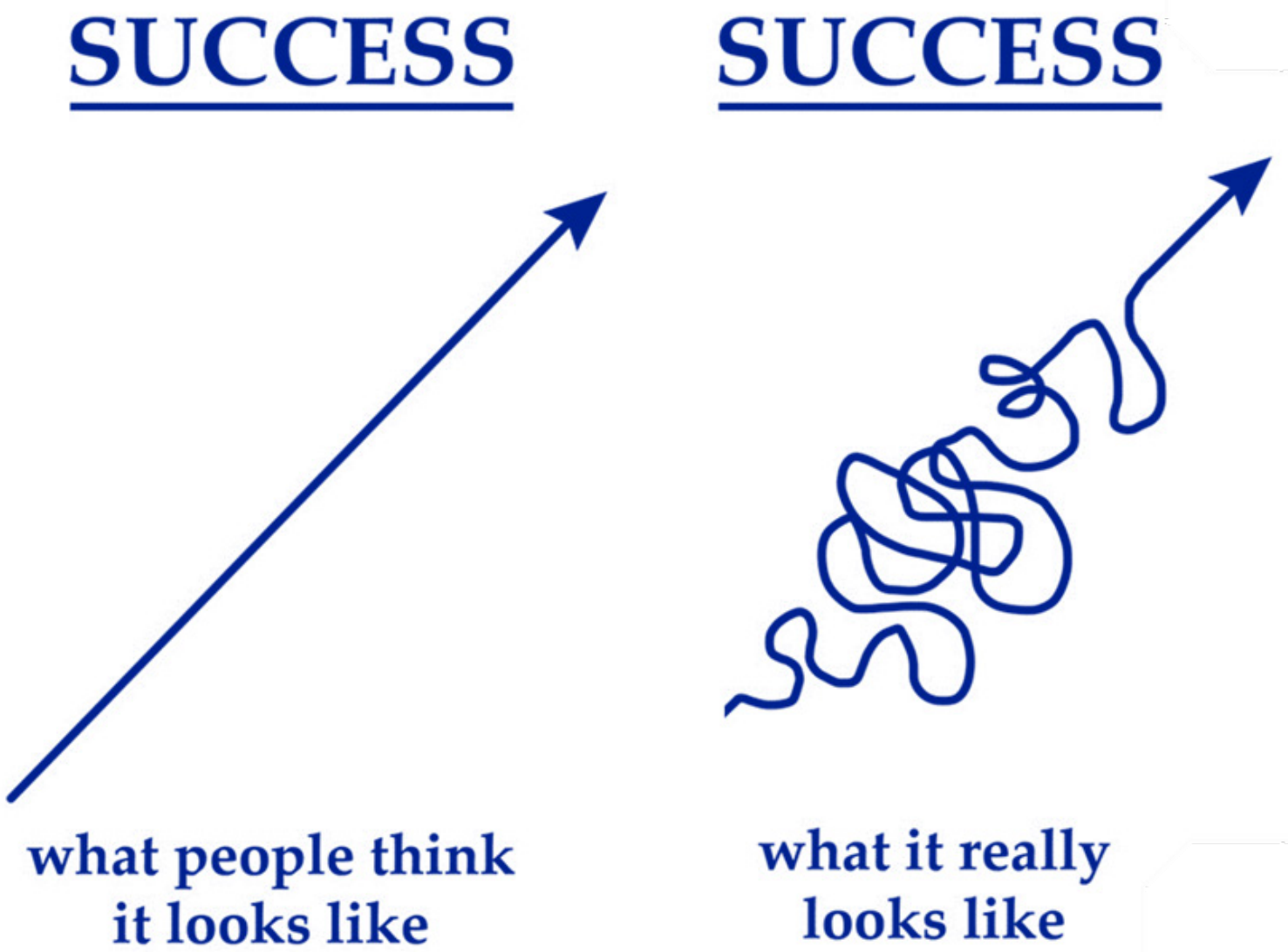
Career Preparation

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

Career Development Today Is Rarely Linear

Reflection



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.

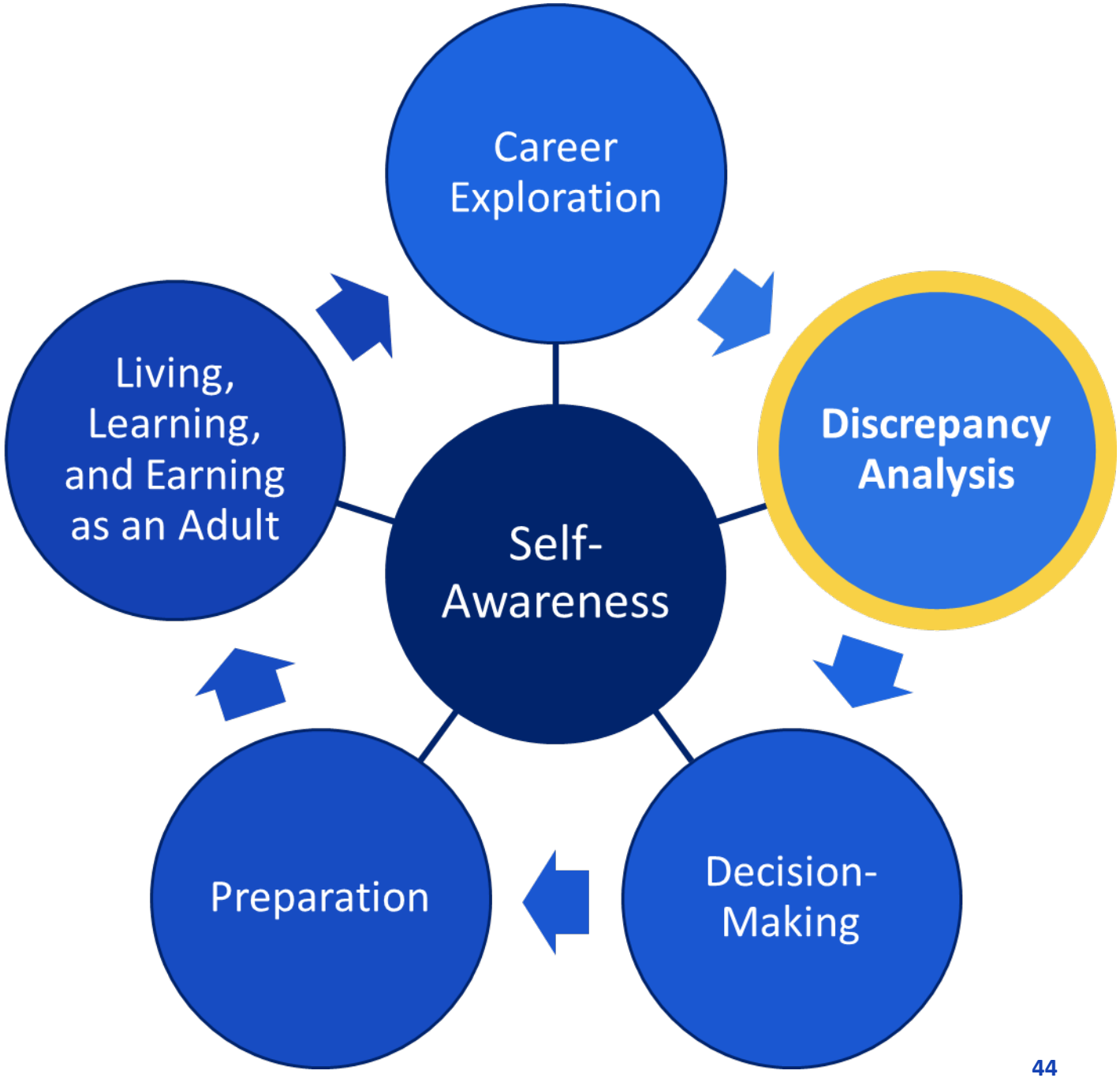
Intermediate Level:

- 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.

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.

- 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.

ELEMENTARY STANDARDS	
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	•

CDOS Elementary Core Curriculum Standard 2, p. 53

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)

Students will gain an understanding of the impact technology has had on our environment.

DESCRIPTION OF ACTIVITY

- 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:
  - 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.

INTERMEDIATE STANDARDS	
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)	

CDOS Intermediate Core Curriculum Standard 2, p. 136

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)

Students will gain valuable life skills in financial markets and planning as they develop an awareness of the United States economy.

DESCRIPTION OF ACTIVITY

- 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:
  - 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.

COMMENCEMENT STANDARDS	
Career Development (1)	
1. Complete development of career plan	•
2. Apply decision-making skills in selection of a career option	•
3. Analyze skills and abilities in a career option	•
Integrated Learning (2)	
1. Demonstrate integration and application	•
2. Use academic knowledge and skills	•
3. Research, interpret, analyze, and evaluate information	•
Universal Foundation Skills (3a)	
1. Basic Skills	•
2. Thinking Skills	•
3. Personal Qualities	•
4. Interpersonal Skills	•
5. Technology	•
6. Managing Information	•
7. Managing Resources	•
8. 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

(Cabeza et al., 2013)

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.

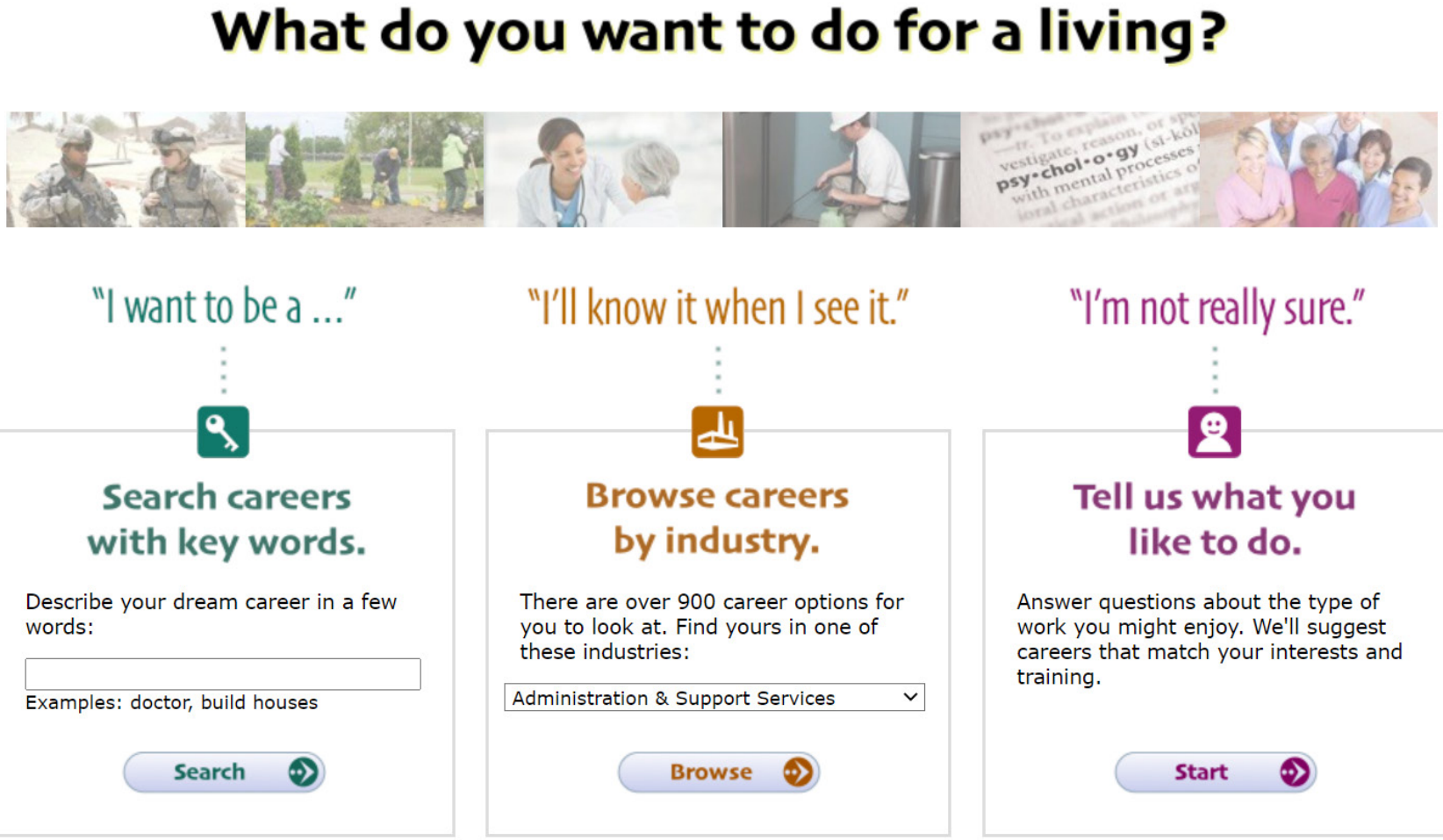
Resources to Support the CDOS Learning Standards

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)

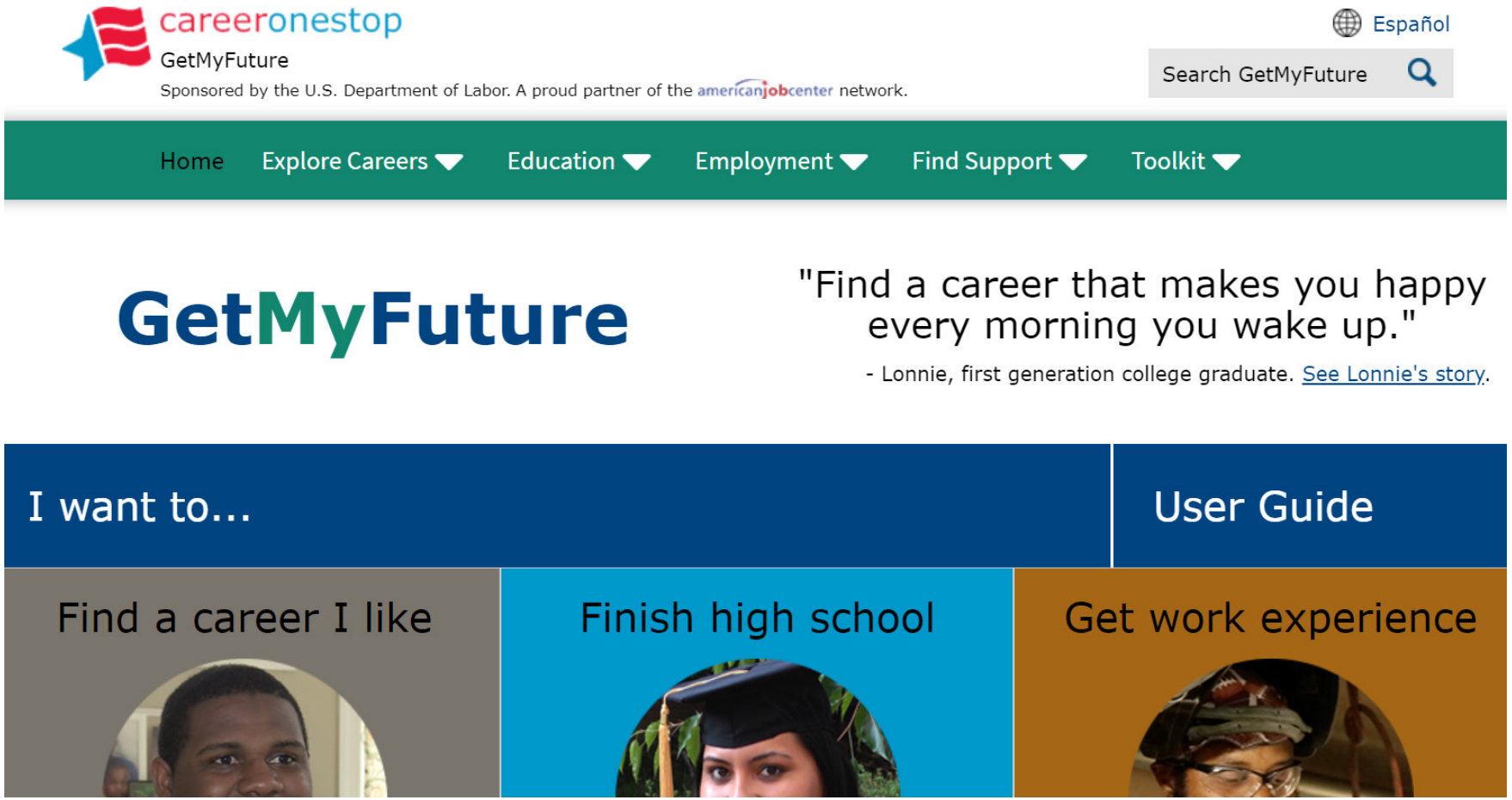
Career Website Resources (1 of 3)

My Next Move



Career Website Resources (2 of 3)

CareerOneStop—GetMyFuture



Career Website Resources (3 of 3)

Virginia Career VIEW

Virginia Career View

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

Handout

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	
THINKING SKILLS Evaluate facts Solve problems Make decisions	MODIFICATIONS:
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	

From the CDOS Resource Guide and Supplemental Teaching Tools, p. 339.

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 Bielinicki, Narrowsburg Central School, Narrowsburg, NY 12764 BielC@Yahoo.com 199

From the CDOS Resource Guide and Supplemental teaching tools, p. 340.

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	• 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.	• 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.	• 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.	• I need help understanding the topic. • I need the teacher's help writing sentences that make sense about a topic.
ORGANIZATION	• 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.	• The opening of my paragraph has a purpose. • I write information in sequence. • I have a beginning, middle, and end.	• 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.	• I need my teacher to show me how to write about a topic and put my ideas in order.

From the CDOS Resource Guide and Supplemental teaching tools, p. 338.

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)

From the CDOS Resource Guide and Supplemental teaching tools, pp. 338–340.

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:	Beginning Skill Level I Possess (Check Off)	Experiences/Activities/Application:	Final Skill 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.	☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*		☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*
Thinking Skills: Demonstrates the ability to organize and process information and apply skills in new ways.	☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*		☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*
Personal Qualities: Demonstrates skills in setting goals, monitoring progress, and improving performance.	☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*		☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*
Interpersonal Skills: Communicates effectively and helps others to learn a new skill.	☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*		☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*
Technology: Applies knowledge of technology to identify and solve problems.	☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*		☐ ☐ ☐ ☐ ☐ *Highly Developed* ↔ *Least Developed*

CareerZone

Intermediate and Commencement Level

[NYS Career Zone website]

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:

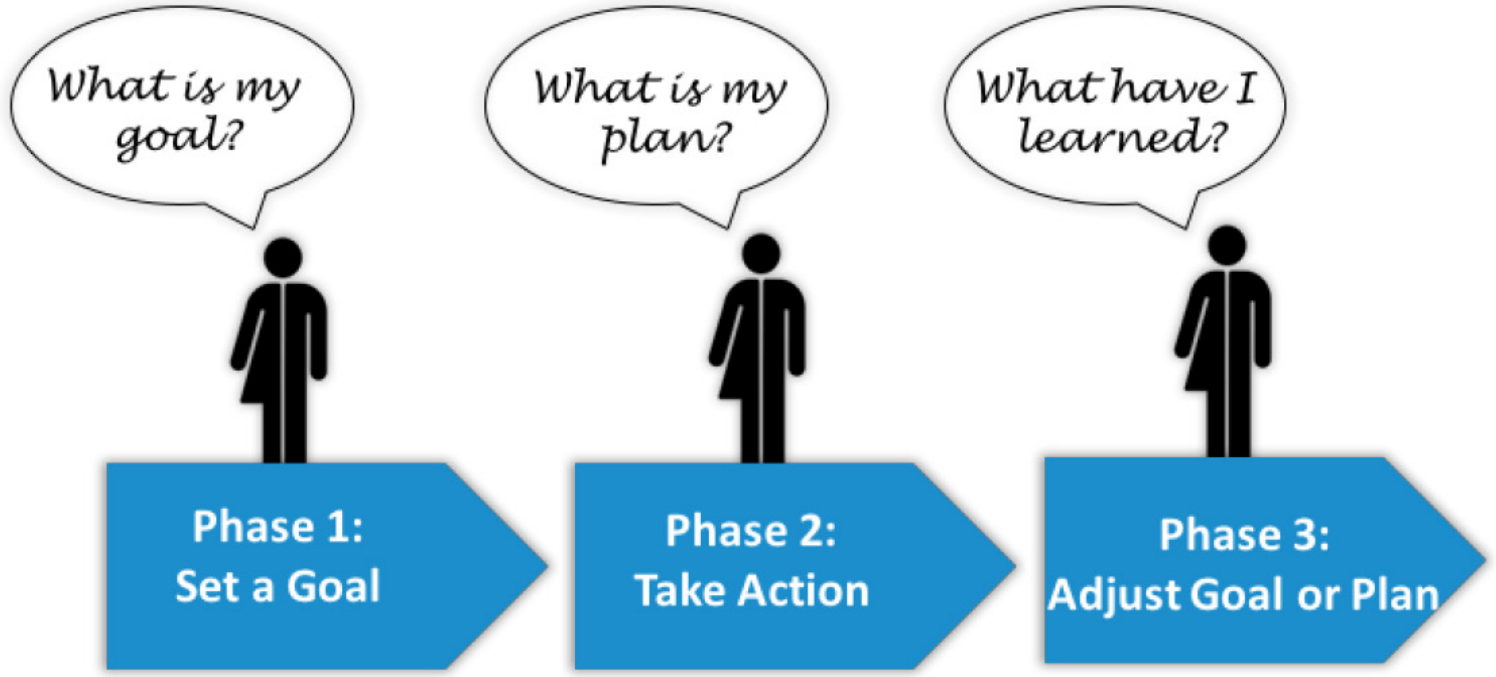
- Set goals
- Make choices and decisions
- Develop plans to reach goals
- Track progress toward goals

SDLMI Teacher's Guide

Handout

Use the model to support students <u>with or without</u> 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.

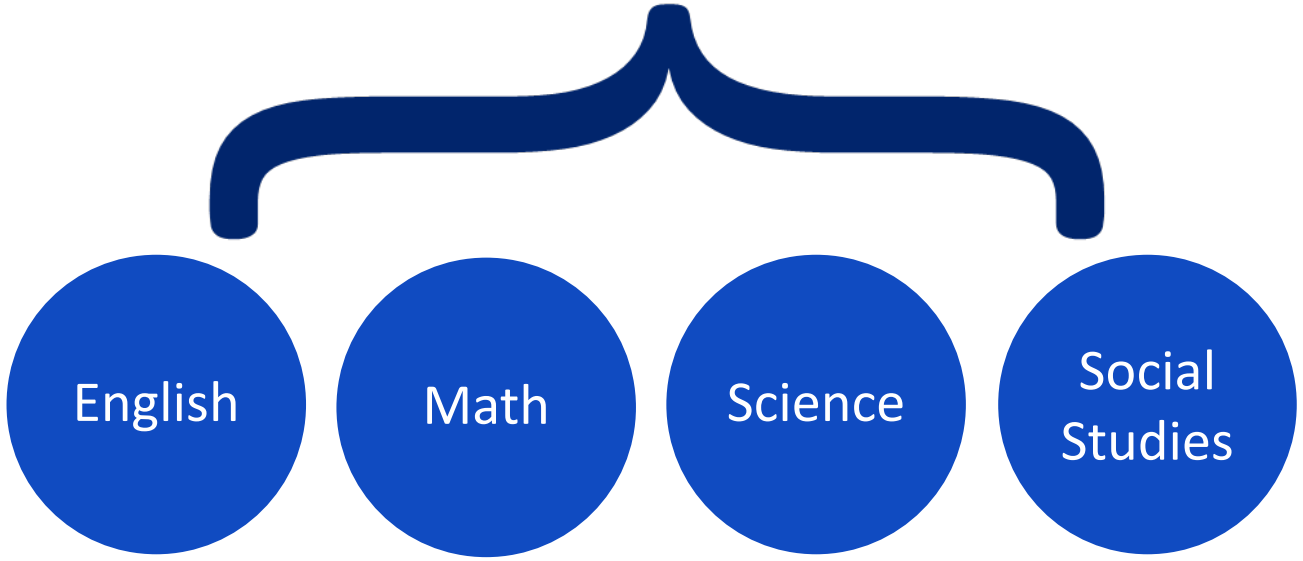
Multiple Pathways to Graduation and Exiting Credentials

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

Handout

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

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

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

3. Knowledge

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

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

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

Handout

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., DiIulio 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.