

# **MASSAPEQUA PUBLIC SCHOOLS**

## ***Career Development and Occupational Studies (CDOS) Commencement Credential***

**Summer 2015**

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## **Course Description/Rationale**

Beginning with the 2013-14 school year and thereafter, students with disabilities are able to earn a New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.

Effective transition planning and services for students with disabilities includes appropriate assessment of a student's needs, preferences, strengths and skills; realistic identification of post-secondary goals; development of an infrastructure to support instruction in the CDOS learning standards, participation in career exploration and work and community-based learning experience; increased opportunities for students to earn a diploma; and collaboration among regional partners and local businesses responsible for the transition process and early referral to adult agencies. The establishment of a Regents-endorsed graduation credential that recognizes the accomplishments of students in these areas emphasizes the importance of this instruction for schools, helps to focus student commitment to career exploration and development, and provides potential employers with documentation on which students are exiting school with demonstrated knowledge and experience for entry-level employment.

Most students with disabilities will be able to graduate with the NYS CDOS Commencement Credential as a supplement to their regular diploma (Regents or local diploma). Students who are unable to earn a regular diploma because of their disability may graduate with the NYS CDOS Commencement Credential as the student's only exiting credential, provided they meet the requirements for award of the credential and have attended school for at least 12 years, excluding Kindergarten. If the NYS CDOS Commencement Credential is the student's only exiting credential and he/she is less than 21 years of age, the parent must be provided prior written notice indicating that the student continues to be eligible for a free appropriate public education until the end of the school year in which he/she turns age 21.

### **NYS CDOS COMMENCEMENT CREDENTIAL: REQUIREMENTS**

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. This program meets the requirements for option 1:

- The student must have developed a Career Plan that includes documentation of the student's self-identified career interests; career-related strengths and needs; career goals; and career and technical coursework and work-based learning experiences that the student plans to engage in to achieve those goals
- The student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development; integrated learning; and universal

foundation skills;

- The student must have successfully completed at least 216 hours of CTE coursework and/or work-based learning experiences (of which at least 54 hours must be in work-based learning experiences)
- The student must have at least one completed employability profile that documents the student's employability skills and experiences; attainment of each of the commencement level CDOS learning standards; and, as appropriate, attainment of technical knowledge and work-related skills, work experiences, performance on industry-based assessments and other work-related and academic achievements.

## **CAREER PLAN**

Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards.

The New York State Career Plan records a student's knowledge and skill attainment. It documents a history of achievement that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students and required for students with disabilities.

Career Plans can be used as the employability profile that is required for students in programs approved under the 2001 Regents Policy on CTE. More importantly, the Career Plan is an effective graduation planning tool for all students.

Students in grades 6-12 can create individual Career Plans with the "My Portfolio" tool found at the New York State Department of Labor's CareerZone web site.

# Common Core & NYS Learning Standards, Key Ideas & Performance Indicators For Content Area

## **NYS Learning Standards for Career Development and Occupational Studies**

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other setting. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.

### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and

- Systems (understanding and working within natural and constructed systems).

### **Standard 3b: Career Majors (optional for this credential)**

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

## **Key Ideas and Performance Indicators**

### **Standard 1 - Career Development**

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

Students:

- 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
- demonstrate an understanding of the relationship between the changing nature of work and educational requirements
- understand the relationship of personal choices to future career decisions.

### **Standard 2 - Integrated Learning**

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. Students:

- identify academic knowledge and skills that are required in specific occupations
- demonstrate the difference between the knowledge of a skill and the ability to use the skill
- apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities
- solve problems that call for applying academic knowledge and skills
- use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology)

### **Standard 3a - Universal Foundation Skills**

**Basic Skills** - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students:

- listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.
- listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

**Thinking Skills** - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- use ideas and information to make decisions and solve problems related to accomplishing a task.
- evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

**Personal Qualities** - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students:

- demonstrate the personal qualities that lead to responsible behavior.
- demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

**Interpersonal Skills** - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.
- relate to people of different ages and from diverse backgrounds.

**Technology** - Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- demonstrate an awareness of the different types of technology available to them and of how technology affects society
- select and use appropriate technology to complete a task.

**Managing Information** - Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).
- describe the need for data and obtain data to make decisions.

**Managing Resources** - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

Students:

- demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.
- understand the material, human, and financial resources needed to accomplish tasks and activities.

**Systems** - Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.
- understand the process of evaluating and modifying systems within an organization.

## **Common Core State Standards Crosswalked to NYS CDOS**

[ELA CROSSWALK](#)

[MATH CROSSWALK](#)

[CDOS STANDARDS WITH CODES USED IN THE CROSSWALK](#)

# Curriculum Aligned with Common Core State Standards, Key Ideas & Performance Indicators

## Essential Questions:

- How can I be successful in the 21st Century Workplace?
- How can I prepare myself to be a successful, contributing member of society?
- How do the decisions I make not affect my future?
- What defines success?
- What factors are most important to me to live a happy life?

## Content Map/Calendar:

UNIT	# OF WEEKS
I. Job Readiness Skills	10 weeks (1 quarter)
II. Soft Workplace Skills	10 weeks (1 quarter)
III. Self Discovery & Career Exploration	10 weeks (1 quarter)
IV. Job Seeking Skills & Tools	10 weeks (1 quarter)

## Technology Component:

- Desktop computers, Chromebooks and printers
- Google Chrome and Google Applications for Education
- Microsoft Office Software
- Overhead projector and/or SmartBoard
- LanSchool
- Internet Sites, such as NY Career Zone, Occupational Outlook Handbook, O\*NET

- Smart Phones

## **Key Words for Searches on Curriki**

Career Plan, Employability Profile, Job application, Job skills, abilities, aptitudes, communication, employment, workplace safety, working papers, interviews, resumes, ethics, workplace skills, punctuality, employee rights, benefits, paychecks, financial literacy, NY Career Zone, child labor laws, career goals, management, training

## **Assessment**

Students will be assessed quarterly based on the following criteria:

- Employability Profiles Provided by NY State and completed by job coaches
- Updated New York State Career Plan
- Class Participation
  - involvement in class discussion
  - group cooperation
  - class preparation
  - being respectful to peers and instructors
- Classwork and Projects (grading based on rubrics)

# **Unit 1: Job Readiness Skills**

## **Essential Questions**

- Why should I work?
- How do I get satisfaction out of work?
- How do I market myself for a new job?
- What tools do I use to secure a job?
- What traits and behaviors do I need to be considered employable?
- How do I stay safe on the job?

## **Content map/calendar:**

10 weeks (1 quarter)

## **Technology Component:**

Desktop Computers, Chromebooks, Printers, Google Chrome and Google Apps for Education, Microsoft Office Software, Overhead Projector and SmartBoard, LanSchool, Internet Sites, Smart Phones

## **Assessment:**

Employability Profile, Classwork Participation, Classwork & Projects

- I. Exploring the World of Work
  - A. Understand the Importance of Work
  - B. Identify the reasons why people work
  - C. Define the terms work, occupation, and job
  - D. Describe ways in which work provides satisfaction
  
- II. Job Readiness
  - A. Job Applications
    - a. Where to find job applications
    - b. How to properly fill out a job application
    - c. References: Whom should you list?
  - B. Working Papers
    - a. Where to find an application

- b. How to fill out an application
- c. Understanding what the limitations are regarding working hours and days vs. age
- d. What to do once you receive your working papers

### C. Self-Representation

- a. Appearance on the Job
  - i. Explain why good hygiene and grooming are important on the job
    - 1. Rules for good grooming and appearance
  - ii. Understand the importance of dressing appropriately at work
    - 1. Choosing appropriate clothing/Guidelines for dressing on the job
    - 2. Caring for your clothing
- b. Using appropriate language and mannerisms
  - i. Using standard English vs. slang

### D. Employer expectations

- a. Describe positive traits and behaviors that employers expect from employees
  - i. Positive Attitude
  - ii. Good Attendance
  - iii. Punctuality
  - iv. Performance
  - v. Initiative
  - vi. Cooperation
  - vii. Courtesy
  - viii. Personal Appearance
  - ix. Good Health and Fitness
  - x. Ethics in the workplace
  - xi. Accepting criticism
  - xii. Honesty
  - xiii. Loyalty
  - xiv. Taking pride in work
  - xv. Follow company rules and policies
  - xvi. Make an effort to improve
  - xvii. Accept responsibility for their work
- b. Explain ways to do your best as an employee

### E. Workplace Safety

- a. Explain the importance of acting safely at work
- b. Describe ways to use machinery, tools, and other workplace items safely
- c. Understanding company safety rules and signs
- d. Understand how your health affects work performance.

- e. Identify common workplace injuries
- f. Understand how to prevent workplace injuries
- g. Become aware of your rights as an employee
- h. What to do if you are injured on the job?

## **Unit 2: Soft Workplace Skills**

### **Essential Questions**

What soft skills do I need to develop and strengthen in order to succeed in the 21st Century Workplace?

### **Content map/calendar:**

10 weeks (1 quarter)

### **Technology Component:**

Desktop Computers, Chromebooks, Printers, Google Chrome and Google Apps for Education, Microsoft Office Software, Overhead Projector and SmartBoard, LanSchool, Internet Sites, Smart Phones

### **Assessment:**

Employability Profile, Updated New York State Career Plan, Classwork Participation, Classwork & Projects

- I. Identify personal traits and soft skills that will make you an effective employee and coworker.
  - A. Speaking & Listening
  - B. Critical Thinking & Problem Solving
  - C. Teamwork
  - D. Communication
  - E. Time, Task & Resource Management
  - F. Planning & Organizing
  - G. Positive Work Ethic & Attitude
  - H. Human Diversity Awareness & Sensitivity
  - I. Conflict Resolution
  
- II. Understand how to develop and strengthen these personal traits and soft skills.

## **Unit 3: Self Discovery and Career Exploration**

### **Essential Questions**

- Why is it important to match my personal traits with my career choice?
- What are some advantages of doing career research?
- How can I find out more about a career?

### **Content map/calendar:**

10 weeks (1 quarter)

### **Technology Component:**

Desktop Computers, Chromebooks, Printers, Google Chrome and Google Apps for Education, Microsoft Office Software, Overhead Projector and SmartBoard, LanSchool, Internet Sites, Smart Phones

### **Assessment:**

Employability Profile, Updated New York State Career Plan, Classwork Participation, Classwork & Projects

- I. Discuss the value of understanding yourself and your resources
- II. Explain how getting to know yourself can help you to consider career choices and success
  - A. Recognize how assessments can help focus your career journey
  - B. Identify types of formal and informal assessments and explain how to use the results
  - C. Utilize various websites and surveys for self assessment to learn about their:
    1. Interests (Holland Interest Inventory)
    2. Work Preferences (people/data/things)
    3. Personality Types
    4. Abilities/skills/aptitudes
    5. Values
- II. Career Research
  - A. Describe formal and informal methods of researching careers
    1. Job Shadowing
    2. Exploratory Interviews
    3. Internships
  - B. Evaluate sources of career information
    1. Internet Research
      - a) Occupational Outlook Handbook
      - b) O\*NET

- C. Explain the importance of knowing job duties and responsibilities when choosing a career
- D. Determine the education and training needed for different careers
- E. Understand how to use the U.S. Department of Education's 16 Career Clusters

## **Unit 4: Job Seeking Skills and Tools**

### **Essential Questions**

- What are some resources to help me find a job?
- How do I market myself using a resume, cover letter, and job application?
- How do I prepare and carry out a successful job interview?

### **Content map/calendar:**

10 weeks (1 quarter)

### **Technology Component:**

Desktop Computers, Chromebooks, Printers, Google Chrome and Google Apps for Education, Microsoft Office Software, Overhead Projector and SmartBoard, LanSchool, Internet Sites, Smart Phones

### **Assessment:**

Employability Profile, Updated New York State Career Plan, Classwork Participation, Classwork & Projects

- I. Job Seeking Resources
  - A. Discuss sources of information about available jobs
    1. Define networking and explain why it is an effective way to develop job leads.
    2. Demonstrate how to use the Internet to find job opportunities
    3. Reading a Help Wanted Ad
  
- II. Applying for the Job
  - A. Resumes
    1. List information that should be included in a printed or electronic resume
    2. Resume formatting and tips
  - B. Job applications
    1. Describe how to complete a job application form
  - C. Cover Letter
    1. Use a template to complete a cover letter
  
- III. Interviewing for the Job
  - A. Explain why the interview is an important step in getting a job.
  - B. Describe how to prepare for an interview
  - C. Discuss strategies to follow for a successful interview
    1. Initial contact
    2. Preparing for the interview
    3. Dressing for the interview
    4. Most common interview questions

5. Following up after the interview

**Click on the Link below to find the NY State Department of Education's CDOS Credential Employability Profile:**

[EMPLOYABILITY PROFILE](#)

**Click on the Link below to find the NY State Secondary Career Plan Template**

[CAREER PLAN TEMPLATE](#)