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Conducting an MCOPC
Endorsement Competency
Observation: Follow Up Questions



Conducting a Maryland Certificate of Program Completion (MCOPC) Endorsement Competency Observation

**Division of Early Intervention and Special
Education Services**

September 2024

PRESENTED BY

MSDE Secondary Transition Team: Traci Stauffer,
Michele Weddle, Tatum Williams, and Jeff Wyatt



Presentation Outline

1. Overview & Purpose of Observation
2. Review of Rubric Tool
3. Observation Look Fors
4. Tying It All Together



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Overview & Purpose of Observation

MCOPC Endorsements: A Phased Rollout

Phase One (2021-2024)	 Phase Two (2024-2025)	Phase Three (2025-2026)
<ul style="list-style-type: none"> Maryland Certificate of Program Completion (MCOPC) Task Force Completed Recommendations. Certificate Endorsement Attainment Rubric Re-Routed and Reapproved by MSDE Leadership. Will be included in May superintendent transmittal. Professional Learning (PL) scheduled for June 3rd and June 4th to preview attainment rubric for LEA special education leadership, transition coordinators, and guidance counselors. PL will be recorded and distributed to LEA leadership, including superintendents, special education directors, and guidance counselors. Guidance on scoring the attainment rubric and an FAQ sheet will also be provided. 	<ul style="list-style-type: none"> In Fall 2024, LEAs will identify a cohort of all students in their final year of school being assessed according to the Alternate Academic Achievement Standards. From September – January, practitioners will be supported through Professional Learning series, Technical Assistance sessions, and open office hours. From January-February, MSDE will provide targeted coaching on the rubric-based observations of cohort students. By May 1st 2025, practitioners will utilize the MSDE created endorsement observation look-fors tool to complete an independent observation of cohort students and reward applicable endorsements. MSDE will conduct focus groups of these practitioners to inform and refine the observation cycle and 25-26 Professional Learning. 	<ul style="list-style-type: none"> For all students being assessed according to the Alternate Academic Achievement Standards, starting at age 14 the student’s annual review meeting will include a discussion of the student’s progress towards attainment of endorsements. Starting in October 2025, rubric-based observations for students in their final year of school will be conducted prior to the student’s annual IEP meeting and distributed to parents and students as part of the student’s pre-meeting documentation. At the annual IEP meeting, the team will incorporate all stakeholder feedback into the attainment rubric; this feedback will be incorporated into the finalized assessment that will inform endorsement attainment. At least 3 observations will be required of exiting students on the Alternate Framework.

Overview of Timeline 2024-2025

- Fall 2024: identify a cohort of all students in their final year of school being assessed according to the Alternate Academic Achievement Standards.
- September 2024–January 2025: practitioners will be supported through Professional Learning, Technical Assistance sessions, and open office hours.
- January-February 2025: MSDE will provide targeted coaching on the rubric-based observations of cohort students.
- By May 1st, 2025, practitioners will utilize the MSDE Endorsement Competency Observation Tool to complete an independent observation of cohort students and reward applicable Endorsements.
- For the 24-25 school year, a student may earn an Endorsement through an observation completed on one competency in that Endorsement area.
- For the 24-25 school year, all documentation related to the Endorsements and Competencies should be filed in the student’s cumulative file.
- MSDE will conduct focus groups of these practitioners to inform and refine the observation cycle and 25-26 Professional Learning.

Prior to Observation

Identify target students

- Share information regarding MCOPC Endorsement Attainment Rubric and Parent Information Sheet with families
- Review student academic records and educational program to consider Endorsement(s) and Competencies for the student
- Discuss and document the Endorsement & Competency decision with the student and family
- Identify who will conduct the observation
- Determine timeline for when Competency will be observed

Purpose of an Observation

To promote, measure, and verify student mastery of a targeted competency through the culmination of an observation process.





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Review of Rubric Tool

Observation Rubric to Score Each Competency

Refer to the scoring rubric from the MCOPC Endorsement Attainment Rubric

Competency Level	Description	Criteria
0	Not Introduced	NA
1	Approaching the competency	Demonstrates the competency with less than 75% accuracy in all authentic opportunities
2	Demonstrates the competency with or without adult support	Demonstrates the competency with between 75-90% accuracy in all authentic opportunities
3	Demonstrates the competency independently (with or without identified accommodations)	Demonstrates the competency with 90% or greater accuracy in all authentic opportunities

Competency Levels



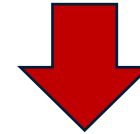
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Description



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Authentic Opportunities

Informal observations

- Ongoing throughout year

Formal observation

- Documentation of skill attainment



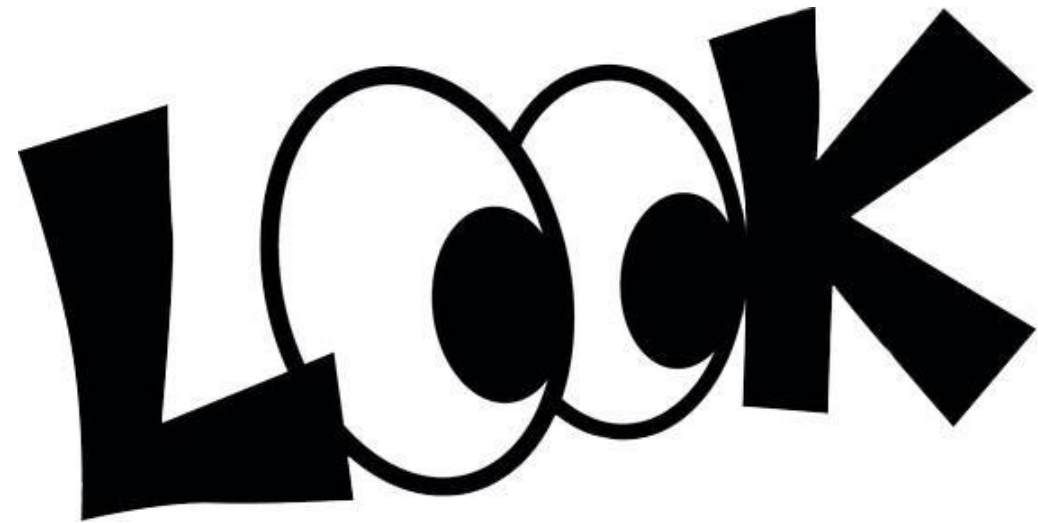
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Observation Look Fors

Conducting an Observation

Recommended “**Look Fors**”

- Accuracy
- Independence
- Application



Accuracy

- The student regularly provides correct answers or completes tasks without errors. This indicates a strong grasp of the competency or concept.
- When mistakes occur, the student is able to recognize and correct them, showing an understanding of why the error happened.



Independence

The student independently initiates and performs the observation task(s), utilizing their documented accommodations and assistive technologies, without prompting or assistance.



Application

- The student can apply the competency skill consistently in different subjects or real-world situations when appropriate.
- The student adjusts the competency skill application based on the specifics of the problem, showing flexible thinking.





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Tying It All Together

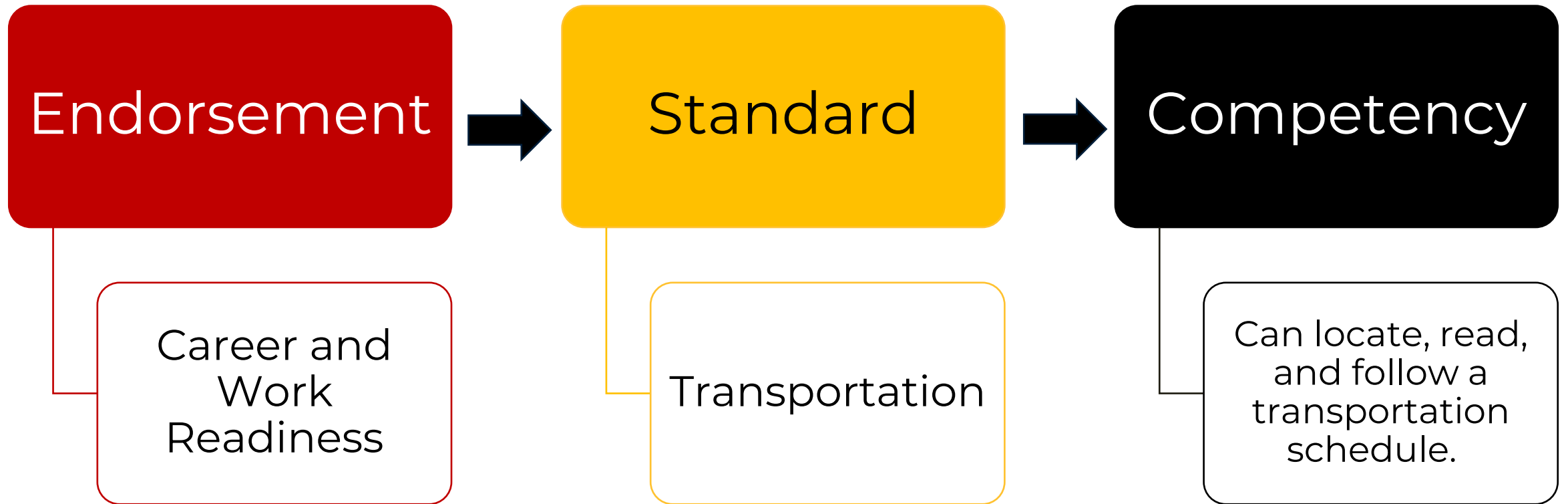
Meet Stephanie

Stephanie, a 20-year-old student with an intellectual disability, will be exiting public education in the spring. She enjoys math, reading, and helping others. Stephanie is sociable and currently participates in a work-based learning program at a local hospital, where she sorts and sterilizes medical tools. She prefers a career in medical supply distribution and is noted for her attention to detail and good work stamina.

Stephanie struggles with maintaining appropriate social distance during conversations. She can independently use a bus pass and a debit card. She is learning pedestrian safety and how to use public transportation through travel training.

As she nears graduation, Stephanie's career goal is to continue working at the hospital as a medical tool technician. Her IEP team is working with adult agencies to support her job skills and placement. She will continue to receive instruction on social skills, building relationships, using public transportation, and safely participating in community activities.

Endorsement-Standard-Competency



Let's Take a Look



Summary Detail Guidelines

- **When did it occur?** the date the observation occurred
- **Who was involved?** all involved as part of the observation
 - Student
 - Teacher/Staff
- **Where did the observation occur?** location/environment
- **How?** prior learning; how did we get to where we are?
- **What was observed?** (competency/skills performed)
 - Factual and objective terms
 - 3 Look Fors (Accuracy, Independence, and Application)

Stephanie's Observation

On the morning of March 24, 2025, Stephanie was observed from 1:15-2:00 (45 minutes) in her Consumer Education class completing a culminating bus schedule activity in which her workday ended at 1:00 due to a weather emergency. Stephanie was provided a worksheet to record her responses to complete the activity. Stephanie had to determine how she would access public transportation to get home at an earlier time. She was observed independently opening her phone app to locate bus stops by her work. Stephanie raised her hand and share that there are two bus stops close to her job and asked which one should she choose. Stephanie was instructed to read the schedules to see which one dropped her off at her home soonest. She then wrote down the bus number, the location of the bus stop where she needed to catch bus, the times of pick up, and the number of stops between work and home.

Stephanie shared with her teacher the time and location of where she would have to catch the bus.

Summary Detail Guidelines Example

- **When did it occur?** March 24, 2025, at 1:15pm. – 2:00pm.
- **Who?** Stephanie and her classroom teacher
- **Where?** Consumer Education Classroom
- **How?** Culminating activity unit on transportation
- **What?** She was observed independently opening her phone app to locate bus stops by her work. Stephanie raised her hand and share that there are two bus stops close to her job and asked what she should do. Stephanie was instructed to read the schedules to see which one dropped her off at her home soonest. She wrote down the bus number, the location of the bus stop where she needed to catch bus, the times of pick up, and the number of stops between work and home.

Blank Observation Form



Maryland
STATE DEPARTMENT OF EDUCATION

Maryland Certificate of Program Completion
Endorsement Competency Observation Tool

Student Name: _____ State ID Number: _____

Date of Birth: _____ Age: _____ Date of Observation: _____

Observer's Name and Title: _____

School: _____

LEA/PA: _____

Endorsement Competency Number: _____

Competency:

Observation Summary:

Accuracy Independence Application


Competency Level Score: _____

Completed Form

The observation covers:

- The Look Fors
 - Accuracy
 - Independence
 - Application

- Detail Guidelines
 - Who?
 - What?
 - Where?
 - When?
 - How?



Maryland Certificate of Program Completion
Endorsement Competency Observation Tool

Student Name: **Stephanie Swift** State ID Number: **123456789**

Date of Birth: **5/3/2004** Age: **20** Date of Observation: **3/24/2025**

Observer's Name and Title: **Jacque Kelce, Special Education Case Manager**

School: **City High School**

LEA/PA: **Keycee County**

Endorsement Competency Number: **CWR:5.3**

Competency:

Can locate, read, and follow a transportation schedule.

Observation Summary:

On the morning of March 24, 2025, Stephanie was observed for 45 minutes during her Consumer Education class where she completed a culminating bus schedule activity in which her workday ended at 1pm due to a weather emergency. Stephanie had to determine how she would access public transportation to get home at an earlier time. A worksheet was provided to record her responses.

Stephanie was observed independently opening her phone app to locate bus stops by her place of work. She raised her hand and shared that there are two bus stops close to her workplace and asked which one she should choose. Stephanie was instructed to read the schedules to see which one dropped her off at her home earlier. She then wrote down the bus number, the location of the bus stop where she needed to catch the bus, the pick up times, and the number of stops between her workplace and her home. Stephanie shared with her teacher the time and location of where she would have to catch the bus.

Accuracy
 Independence
 Application

Competency Level Score: **3**

Forms and Resources

Maryland Certificate of Program Completion Endorsement (MCOPC) resources are available on the [MSDE Website](#) under Secondary Transition Planning:

- Endorsement Attainment Rubric
- FAQs
- Webinar MCOPC Attainment Rubric, June 2024
- Parent Information Sheet
- Student Observation Form
- Endorsement Competency Certification Form

Contact Information

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