

**Student Name:** \_\_\_\_\_

**Extended Learning Opportunities Title:** ACES Summer Program 2012

**Step 1: Planning** (Student and Overseeing Educator work together)

<p><b>Competencies</b></p> <p>The student and ELO overseeing educator should research the competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. In addition, please list what the student will know and be able to do as a result of this project.</p>	<p>From the NH Career Development Framework:</p> <ul style="list-style-type: none"><li>• Curriculum Standard 3: Students will take an active role in their own learning.</li><li>• Curriculum Standard 4: The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.</li><li>• Curriculum Standard 5: The student will demonstrate skills in working cooperatively/collaboratively with others.</li><li>• Curriculum Standard 6: Students will understand the relationship between individual qualities, education and training, and the world of work.</li></ul> <p>From the <i>Habits of Work</i> Curriculum:</p> <ul style="list-style-type: none"><li>• Learning About Work: first impressions, understanding your disability, show a desire to work</li><li>• Keeping Your Job: respecting yourself and others, learning from experience</li><li>• Staying Well: wellness basics, stress management</li></ul>
<p><b>Project Description</b></p> <p>The student and overseeing educator should work together to give a detailed description of the project. What is involved? Describe the final product and presentation. Include a broad description of what will be assessed. Include what the product will look like and where and how students will showcase their work.</p>	<p>Project: Participate in ACES Summer Program</p> <p>Final product:</p> <ul style="list-style-type: none"><li>• Portfolio which contains measurable postsecondary goals, annual transition goals, course of study and work experience reflections</li><li>• Journey project which reflects mastery of competencies in 3D</li><li>• Portfolio Exhibition where student presents portfolio and journey project in an exhibition setting</li></ul>
<p><b>The Essential Question</b></p> <p>The student will develop an essential question which focuses the activity, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. It lends itself to interdisciplinary research.</p>	<p><b>My Essential Question:</b></p> <p>Who am I? How will I make my way in the world?</p>

<p><b>Community partners</b> Identify community partners who offer a rich source of knowledge, refined application, and experience in the project area. Describe their role in the project planning, implementation, student mentoring, and assessment.</p>	<p>ACES</p>
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## Step 2: Implementation and Formative Assessments

<p><b>Timeline and Benchmarks</b></p> <p>Create a <b>timeline</b> of benchmark points that provide a foundation for the final project. Benchmark points can be small, discreet projects, rehearsals, practices, drafts or other work that allows the student to move towards competency. Students should have ample opportunities to have work reviewed before the final presentation. A timeline provides a framework to assure that this preparation and review happens.</p>	<p>See ACES schedule and portfolio rubric (attached)</p>
<p><b>Research</b></p> <p>The student should identify how they will research the knowledge base of their ELO subject matter to prepare for implementation and engagement. This may be their first benchmark point of review and will provide important opportunities to check assumptions and reflect on new ideas and avenues that the research revealed.</p>	<p>O*Net Online and related websites Interest Inventory Career Research Project Job Shadows</p>
<p><b>Reflection</b></p> <p>Identify structures that guarantee student input and reflection is captured along the way. Ask students to reflect on their progress in the ELO, and have them self-assess benchmark points in relation to the larger, final project. List what methods students will use for reflection and self-evaluation.</p>	<p>Reflections after each work experience. Program director will respond briefly to each reflection nightly.</p> <p>Graduation speech (optional) can function as another reflection. It should be shared with at least one person.</p>

<p><b>Overseeing educator and student communication</b></p> <p>The overseeing educator for the ELO and the student should establish together <b>how and how often</b> they student will communicate.</p>	<p>The student and the high school will determine this.</p>
<p><b>Community partner communication</b></p> <p>Describe how regular communications with the community partner will take place. Community partners should be part of the student reflection so they can see students' developing understanding. Describe how the community partner will participate in the assessment of the project.</p>	<p>There will be daily frequent informal communication between student and ACES counselors.</p> <p>ACES program director will review daily work experience reflections and will provide summary final narrative for each student, commenting on each competency and pulling from student reflections.</p>

**Step 3: Summative Assessment**

<p><b>Final Demonstration of mastery</b></p> <p>Describe in detail what the final demonstration of mastery will include, what will be assessed, and who will assess each component. <i>An actual Product and a Presentation are usually components of the demonstration of mastery and their preparation has been incorporated throughout the learning experience.</i></p>	<p>Complete the ACES Summer Program, participating in all activities. Complete the Portfolio and Journey Project, and participate in Exhibition</p> <p>High School will determine credit awarded. ACES will provide summary narratives for each student.</p>
<p><b>ELO Presentation</b></p> <p>Preliminarily identify when the presentation on the ELO will occur. Note who will be on the assessment team and what, if any, special equipment or facilities may be needed. Usually, the overseeing educator, the community partner, and the school's ELO coordinator (if identified) will, at a minimum, comprise the assessment team.</p>	<p>The preferred time for the presentation is the afternoon of the last full day of ACES (Thursday). The preferred assessment team is a VR Transition Coordinator, ACES Program Director, and the overseeing educator.</p> <p>There will be a second presentation at the student's high school to present the portfolio and journey project (may be photos if journey project is not portable or durable). ACES staff may attend depending on availability and distance.</p>

## Assessment of mastery

Identify common assessment goals that will be met during the final demonstration. As the presentation of this demonstration develops, these goals may be modified through negotiation between the overseeing educator and the student.

Assessors will be given the assessment rubric at least one week in advance with a brief description of the final demonstration of mastery and will be informed of what competencies they are assessing.

Assessors should also be given written guidelines for the format of the performance assessment. While the process may differ due to personalization, it should include the student's presentation of mastery of competencies, an opportunity for assessors to ask questions of the student, provision for the assessors to score against the rubric(s) and an opportunity to talk amongst themselves about the demonstration, and a final meeting with the student to provide feedback. The teacher of record, who may be the overseeing educator, will submit a grade for the ELO.

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1. Students will take an active role in their own learning.
2. The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings:
  - a. Students will introduce themselves demonstrating good posture, a firm handshake, good eye contact, and clear articulation. They will maintain good hygiene and dress appropriately at their workplace.
  - b. Students will communicate effectively that they are enthused about working.
  - c. Students will develop strategies for managing stress in their own lives. They will practice at least one activity that brings them back in alignment with their belief and value system.
  - d. Students will describe the impact of exercise, sleep, and eating habits on work performance. They will participate in at least one active and one passive leisure activity.
3. The student will demonstrate skills in working cooperatively/collaboratively with others. Students will explain the importance of respect for others, for themselves, and for authority.
4. Students will understand the relationship between individual qualities, education and training, and the world of work:
  - a. Students will identify strengths and talents they can apply in a work setting. They will describe their transferable skills. They will describe how their disability might affect them in a work setting.
  - b. Students will identify skills they could improve on or acquire to remain employed in their current field.
  - c. Students will describe their personal growth over time and create opportunities for future growth.

## ACES Summer Program - ELO Competency Map

Number	Competency	Climbing Overnight	Community Meeting	Career Research Project	Learn About Work	Job Shadows and Business Tour	Physical Activity	NHHEAF and Admissions tour	Healthy Meal Planning	Board Games Night	How I Like to Work Inventory	Healthy Choices	Cornucopia and Service Project	CU for Reality	Resumes	Intro to Assistive Technology	Portfolio	Journey Project	July 4 Party	Graduation speeches	Portfolio Exhibition
1	Students will take an active role in their own learning.	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		x	x
2	Students will introduce themselves demonstrating good posture, a firm handshake, good eye contact, and clear articulation. They will maintain good hygiene and dress appropriately at their workplace.				x	x		x						x						x	x
3	Students will communicate effectively that they are enthused about working.		x	x	x	x		x			x			x	x			x		x	x
4	Students will develop strategies for responding to stress in a productive manner. They will practice at least one activity that strengthens their emotional resilience.	x	x		x		x		x		x	x				x		x		x	
5	Students will describe the impact of exercise, sleep, and eating habits on work performance. They will participate in at least one active and one passive leisure activity.	x	x				x		x	x		x	x					x		x	
6	The student will demonstrate skills in working cooperatively/collaboratively with others. Students will explain the importance of respect for others, for themselves, and for authority.	x	x		x	x	x			x		x	x						x	x	x

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7	Students will understand the relationship between individual qualities, education and training, and the world of work. They will identify skills they could improve on or acquire to work in their desired field.		x	x	x	x		x			x				x	x	x	x		x	
8	Students will identify strengths and talents they can apply in a work setting. They will describe their transferable skills. They will describe how their disability might affect them in a work setting.		x	x	x	x	x	x			x		x		x	x	x	x		x	x
9	Students will describe their personal growth over time and create opportunities for future growth.		x						x			x			x	x	x	x		x	x

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# ACES Portfolio Rubric

How activities contribute to the portfolio:

		Community Meeting	Work Habits	Work Experiences	Cornucopia Weekend	Life Workshops	College Introduction	Recreation
	<b>Students will create a portfolio through which they:</b>							
1	Articulate their vision for the future, including measurable post secondary goals (MPSGs) for education/training, employment, and independent living.	X		X	X	X	X	X
2	Demonstrate increased self-determination skills and understanding, and increase their participation in their IPE and IEP or 504 planning.	X	X	X	X	X		X
3	Articulate an increased understanding of their career interest and the requirements to enter that field, including accommodations and assistive technology they might use.		X	X				
4	Articulate the self-knowledge gained from participation in age-appropriate transition assessment experiences and activities.	X	X	X	X	X	X	X
5	Identify how the courses they are taking in the next school year will advance them towards their postsecondary goals.		X				X	
6	Identify three possible transition activities they could try during the next school year that link to their postsecondary goals.	X	X				X	X

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## ACES Program Schedule May 10, 2012

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri				
	6-24	6-25	6-26	6-27	6-28	6-29	6-30	7-1	7-2	7-3	7-4	7-5	7-6				
8:00		Return from VT	Breakfast				Cook in dorm	Cook in dorm	Breakfast								
8:30							Cornucopia Project	???					Pack				
9:00			Community Meeting						Community Meeting								
9:30			Community Meeting						Community Meeting								
10:00																	
10:30				Your Learning Plan, Portfolio Intro, VR Intro	Career Project	Career Project			Career Project								Closing Ceremony
11:00			Arrival and move-in	snack	snack	snack			snack			Resumes	Job Shadow #3	Journey Projects	Choices: Dragon, College Apps, Accommodations, Budgets, Scav Hunt	Portfolio Exhibition, Food	
11:30				Learn About Work 1	Learn About Work 2	Learn About Work 3			Learn About Work 4							Goodbye	
Noon				Bag Lunch													
12:30			Orientation Program	Lunch						Cook in dorm	Lunch						
1:00	Settle-in activities									Service Project at United Way agency	Intro to Assistive Tech	Portfolio: MPSGs, Transition Activities, Course of Study, Reflections summary, Plan for use	July 4 <sup>th</sup> party	Graduation speeches and/or recreation, ELO Conferences			
1:30								snack									
2:00		Business Tour – Badger?		Job Shadow #1	NHHEAF and admissions tour	Job Shadow #2		Your LP, VR Recap									
2:30																	
3:00																	
3:30																	
3:45				Physical Activity					Physical Activity								



## ACES Program Schedule May 10, 2012

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	
	6-24	6-25	6-26	6-27	6-28	6-29	6-30	7-1	7-2	7-3	7-4	7-5	7-6	
4:00	Departure for Green Mountain Climbing Center?													
4:30														
5:00		Dinner						Cook in dorm	Dinner					
5:30														
6:00		Healthy Meal Planning  Rheanna	Journey Project Intro, play with materials, artifact boxes	Board Games Night	How I like to work (inventory)	Healthy Choices  Rheanna		??	??	CU for Reality	Fireworks	Community Graduation		
6:30														
7:00														
7:30		Computer and cell phone time						Computer and cell phone time						
8:00														
8:30		Computer and cell phone time						Computer and cell phone time						
9:00														

Notes: the last half hour of every job shadow or business tour time is reflection time.

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