Extended Learning Opportunities

The contents of this PowerPoint were developed under a grant from the US Department of Education, H323A120003. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Corinne Weidenthal
Materials For This Presentation

- Come from a variety of sources including but not limited to: www.beyondclassroom.org
  www.nextsteps-nh.org
- New Hampshire Department of Education
- Virtual Learning Academy Charter School (VLACS)
- Lebanon High School
- Winnacunnet High School
- NH Extended Learning Opportunity Program Design Handbook
Course Learning Objectives

Participants will learn:

• what an ELO is

• the essential elements & best practices of an ELO

• ELOs and their role in transition

• where to find ELO resources
Guiding Principle

ELOs, like transition, do not happen in isolation. This training is about ELOs and the framework needed to build a program. Actual building needs to include other partners not present at the training.
Getting Started

• **What** is an ELO?

• **Who** do we need to create an ELO?

• **How** do we create an ELO?
What is an ELO?
What is an ELO?

Using paper, a role play, a video or any creative method of your teams choice, create a representation of how your school team defines an ELO. How did your school determine that definition?
NH DOE Definition of ELOs

The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited to:

- Apprenticeships
- Independent study
- Internships
- Private instruction
- Community service
- Online courses
- Performing groups

source NH DOE
DOE Guidance on ELOs

- Credit for ELOs must be based on student demonstration of mastery of rigorous, measurable course level competencies.

- It is the purview of the local school district to identify/develop course level competencies, decide on appropriate competency assessment methods, and identifying necessary and sufficient evidence for students to demonstrate mastery.

- ELOs may provide credit for all or some of a core course.

Source- NH DOE
DOE Guidance on ELOs

- ELO learning may be offered in any course area; school district policy defines which areas the district will approve.

- ELOs must be pre-approved by the school before beginning.

- Certified school personnel must authorize and oversee the ELO and the awarding of credit.

Source: NH DOE
High Quality ELOs

• A learning opportunity outside the classroom for which students get credit, including, but not limited to, sports, independent study, and online learning.

• A specific structure for learning with personalization through flexible parameters. These credit-bearing ELOs have specific student components that foster disciplined inquiry, meta-cognition, and skill development.

Source: www.beyondclassroom.org

We do not consider on-line classes in and of themselves an ELO.
Which comes first?
Developing your ELO policy?
Or
Practice piloting ELOs?

We are going with piloting
WHO?
Identifying the Key Participants

● **Student**
  o Has an interest or passion, and a desire to explore learning.

● **Certified Educator**
  o To work with the student & ELO coordinator on identifying competencies and assessing learning.

● **Community Partner/Mentor**
  o Provides the expertise for what the student wants to learn.
Identifying the Key Participants

- **ELO Coordinator**
  - Coordinates the different aspects of an ELO including agreements with partners, DOL approval, communication with all parties

- **Guidance/School Counseling**
  - Ensures the ELO is listed on the student’s transcript. Also support the scheduling of the ELOs.

- **Families**
  - Support the student, agree to the ELO, and may assist in identifying the community partner
Special Education Considerations

- For students who receive special education services, the student’s Case Manager should be part of the ELO team.

- Consider the following:
  - alignment to the IEP and identified supports.
  - include the ELO in the transition services and course of study.
  - ELO may also serve as an assessment.
For Students with a Disability

• Disclosure
  o What information about the student's disability is shared with the community partner? Does it need to be?
  o Does the student need an accommodation? Or are there natural supports in the workplace?

• Resource

• AskJAN
Preparing a Student for an ELO

- Student centered planning
  - What is a student interested in?
  - What do they want to learn?
  - What drives their desire to learn?

- Credits
  - Are there areas the students want/need to gain more credits?
  - Do they need credit recovery?
Key Participant Clarification

- ELOs require a Certified Educator to oversee competencies and award credit
  - The DOE does not require a HQT

- Not all schools have ELO Coordinators
  - School Counselors or Career Tech/Work Based Learning Coordinators sometimes fill this role

- ELOs are for ALL students
Making the Connection to Students &
Transition Planning

- Not everyone does well sitting in a classroom. Experiential learning often works well for students with disabilities and students at risk.
- Community connections and concrete, hands-on learning provide support to reach measurable postsecondary goals.
- Involve the Student’s Case Manager
  - Align to the IEP
  - Include in transition services and course of study
  - Review learning style and preferences
Components of ELOs

Research
- plan for what you expect to learn
- adjust your research along the way
- use with competency-specific rubrics

Reflection
- communicate your growth
- get help from others who know
- connect into your learning

student learning
- communicate your experience
- share your knowledge and skills
- connect your learning to your life

Presentation
- plan for what you expect to do
- gather & use authentic feedback
- make your learning productive

Product
to build an ELO
ELO Design Template

- Creates a framework to develop and organize the ELO.
- Provides student, educator, community partner and family an understanding of expectations for the ELO.
- Outlines the roles and responsibilities of the ELO partners.

### New Hampshire Extended Learning Opportunity Design Template

**Student Name:**

**Extended Learning Opportunities Title:**

#### Step 1: PLANNING (Student and Overseeing Educator work together)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>My Essential Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Essential Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community partners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Resources for Developing ELOs

• Beyond Classroom
• Lebanon High School
• Winnacunnet High School
• Next Steps New Hampshire
• NH Extended Learning Opportunity Program Design Handbook
• VLACS
Theory into Practice

- Consider a student or a program at your school that you would like to design an ELO for.

- Using the design template, let’s draft an ELO for that student or program.
Step 1: PLANNING
(Student and Overseeing Educator Work Together)

• Competencies
• Project Description
• The Essential Question
• Community Partners

New Hampshire Extended Learning Opportunity Design Template created through the NH Department of Education ELO Initiative 2007 - 2011
Where to Begin?

Identify what the student wants to learn and create an essential question.

A good essential question:

• motivates and shifts students toward ownership of learning.
• is thoughtful, provoking, and philosophical, and not have a simple (or “google-able”) answer.
• provides a baseline for the student to refine his or her own answer throughout the ELO experience.
Essential Question: What drives the learning?

A **good essential question** can help shift students toward ownership of learning. Essential questions can be thoughtful, provoking, and philosophical – and they should never have a simple (or “google-able”) answer.

The community partner can serve as a sounding board as the student works through and refines his or her own answer for the essential question.

Source: www.beyondclassroom.org

Further reading on [Essential Questions](#)
Strong or Weak Essential Question?

- What does Dr. Seuss have to say to adults?
  - Strong question! Will require creativity

- Do depressed high school students benefit from medication?
  - Weak question. Can ask Google and get the answer

- How does a leader maximize the effectiveness of a group?
  - Strong question! Requires critical thinking

Source: www.beyondclassroom.org
Competencies...

- are based on the enduring knowledge expected to be gained by a student.
- often reference NH Curriculum Framework, Common Core Competencies and Grade Span Expectations.
- describe what is expected from a student to demonstrate mastery of the competencies.

Typically 3-7 are identified for an ELO. This may vary due to the credits being earned for the experience.

Source: NH DOE
No Competencies?
We’ve Got You Covered

Two resources to identify competencies for an ELO:

• [New Hampshire State Model HS Competencies- State Board Approved](#)

• [VLACS](#)

Competencies are listed for each course.
Project Description

Think big picture

- What does the student want to learn?
- Who will they work with?
- What will they do?
- How will they, and others, know when the ELO is complete?
- How will they demonstrate what they learned?
- How will their work be assessed? By whom?
Community Partners...

- work with the student and certified educator to create the ELO and to establish criteria for commitment and engagement.

- provide the expertise/information.

- provide assistance on determining the student’s understanding of the subject matter.

You will need a working knowledge of your school insurance policy and familiarity with the NH Department of Labor rules.
A Note About Community-Based ELOs

The NH Department of Labor has specific rules and regulations regarding students and an unpaid work experience. This includes ELOs.

- Visit [www.nh.gov/labor/](http://www.nh.gov/labor/) to learn about the process to have your program and businesses approved [https://www.nh.gov/labor/site-map/schools.htm](https://www.nh.gov/labor/site-map/schools.htm)
- Additional information can be found in the [NH Extended Learning Opportunity Program Design Handbook](https://www.nh.gov/labor/site-map/schools.htm)
Community Partner Considerations

Does the community partner have requirements for students to be on their premises?

- Criminal record check?
- Drug screening?
- Immunization requirements?
- Non-disclosure agreement?
Team Time
Step 2: Implementation and Formative Assessments

- Timeline and benchmarks
- Research
- Reflection
- Overseeing educator and student communication
- Community partner communication
Timeline & Benchmarks

- How long does the student anticipate the ELO will take to complete?

- How will you know if the student is on track to complete the ELO?

- How is the student, certified educator and community partner/mentor monitoring progress towards completion/mastery?
Components of ELOs

- **Research**
  - plan for what you expect to learn
  - adjust your research along the way
  - use with competency-specific rubrics

- **Reflection**
  - communicate your growth
  - get help from others who know
  - connect into your learning

- **Presentation**
  - communicate your experience
  - share your knowledge and skills
  - connect your learning to your life

- **Product**
  - plan for what you expect to do
  - gather & use authentic feedback
  - make your learning productive

- **Student Learning**
  - get help from others who know
  - connect into your learning

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Research

- Explores how and where the student will find the information they want to learn.
- Prepares them for implementation & engagement in their ELO.
- Relates to the essential question and what the student wants to learn.
  - Allows student to identify any assumptions they made and consider new learning opportunities.

Source: New Hampshire Extended Learning Opportunity Design Template, created through the NH Department of Education ELO Initiative 2007 - 2011
Research Considerations

• Identify the resources the student needs:
  o Community mentor
  o On-line resources
  o College classes…

• What is a reputable information source?
• Research should be ongoing and occur throughout the ELO.
Reflection

- Provides information on what the student is learning, how they are learning and the connections they are making.
- Allows educators and community partners the opportunity to evaluate learning and provide feedback.
- Shows the evolution of thought and understanding.
- Demonstrates problem solving and critical thinking.
What Does Reflection Look Like?

Reflection can be:

- A journal
- A blog
- Correspondence
- Weekly narrative
- Video or audio documentation...

The goal is to document the progression of learning connections between experience, research, critical thinking and growth.
Communication

- How will the student, certified educator and community partner communicate?
- How is information shared with other team members?
  - Topics?
  - Frequency?
  - Method?
- These aspects need to be considered and decided upon prior to the ELO starting.
Team Time
Step 3: Summative Assessment

- Final demonstration of mastery
- ELO presentation
- Assessment of mastery
Final Demonstration of Mastery

The project description gave an overview of the ELO. Now shift gears to think about how the end product and presentation are assessed.

- What is going to be assessed?
- By whom?
- When?
- Where?
ELO Assessment

In developing an ELO, all partners need to know what the expectations are and how the ELO will be assessed. No surprises! That information needs to be clearly outlined in the ELO plan.
Assessment of Mastery

• All four components of the ELO need to be assessed:
  o Research
  o Reflection
  o Product
  o Presentation

• The four components are intertwined.

• Rubrics provide a clear understanding of the expectations for all aspects of the ELO.
Product
• The artifact(s): the concrete, tangible display of the student’s learning.

• Assessment
  o Reflects the description of the ELO
  o Demonstrates the key aspects of the learning experience
  o Answers the essential question
Assessing Product

Consider:

• Complexity
• Authenticity
• Quality
• Reflection of learning
• Uniqueness to the student
• Visually engages the audience

Source Q.E.D rubric
Presentation

• Student demonstrates research and their findings.

• Student publically shares their ELO experience.

• Involves ELO team members including: community partner, ELO Coordinator, educator and family.
Assessing Presentation

Elements to consider:

- Articulates a clear explanation of the ELO and the rationale for it.
- Evolution of thought and understanding of the subject matter and materials.
- Use of the product in the presentation.
- Engages the audience.
Assessing Research

- What sources did they use?
- Did they integrate and apply the information into their ELO?
- Is that information clearly articulated?
- Did the product and presentation clearly demonstrate a comprehensive understanding of the research and its application to the essential question?
Team Time
Now that the ELO is done

The overseeing Certified Educator is responsible for:

- providing the student with feedback.
- issuing a grade.
- working with school counseling to record the ELO in the student’s transcript.
Let’s Face It.....

"That was an awesome worksheet," said no student ever.
Summary

- ELOs are for all students, in every subject matter.
- ELOs are a tool to support students to learn content and skills through a rigorous, structured learning process.
- There are a wide variety of resources available to support the development of ELOs.
Preview to Day 2

- Learn the critical components of an ELO program including policies and practices that support ELOs.

- Explore strategies to develop an infrastructure to support ELOs within your school.

- Work with your team to create a plan to enhance or build your ELO program.