

# Learning Outside of the Classroom

Planning for  
Transition  
using  
Extended  
Learning  
Opportunities  
(ELOs)

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



# Acknowledgements and Materials For This Presentation

Come from a variety of sources including but not limited to:

[www.beyondclassroom.org](http://www.beyondclassroom.org)

[www.nextsteps-nh.org](http://www.nextsteps-nh.org)

- New Hampshire Department of Education
- Lebanon High School
- Pittsfield Middle High School
- Q.E.D. Foundation
- Harvard Family Research Project



# Learning Objectives

- Participants will learn about the four aspects of a high quality ELO
- Participants will learn the role of students, families, educators and community partners in developing and implementing ELOs



# Why ELOs?

- ✓ Student Engagement
- ✓ Tapping into passion & interest
- ✓ Translating it into an ELO
- ✓ Connection to learning

# Benefits of ELOs

- More opportunities to learn in nontraditional ways
- More opportunities to learn about college and career opportunities
- Stronger connections to adults and peers
- Lower drop out rates and higher attendance
- Improved attitude toward school

Harris, E., Deschenes, S., & Wallace, A. (2011). *Helping older youth succeed through expanded learning opportunities*. (NCLS & Harvard Family Research Project Brief Series: ELO Research, Policy, and Practice No.

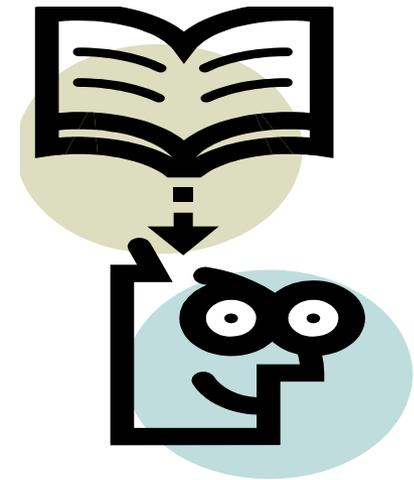
# Making the Connection to Students & Transition Planning

- Not everyone does well sitting in a classroom. Real world learning often works best for students with disabilities and students at risk.
- Community connections and concrete, hands on learning provide support to reach measureable post secondary goals.
- ELOs are a means of assessment.
- ELOs can be part of the course of study.

# ELOs

Provide the knowledge and skills learned through instruction or study outside of the traditional classroom - including, but not limited, to:

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



# ELOs can be.....

- Individual or group
- Out of school or connected to a class
- Large scale or small scale
- Interdisciplinary or subject specific
- For any student
- In any subject



# Components of High Quality ELOs

- Driven by student interest
- Defines the expected learning outcomes
- Involves community partners
- Use of reflection and product to demonstrate what was learned
- Presentation shares knowledge with others



# Dana is a 17 yr old junior with a learning disability:



- School is a challenge and she struggles with how fixated her friends are on material items. Its not something she values.

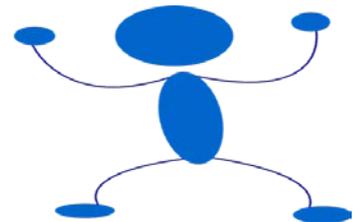


- Using her interest in yoga- what types of ELOs could be created?



# ELO Possibilities

- English- reading/researching yoga
- Career- learning about being a yoga instructor
- Physical Education- yoga class
- Anatomy & Physiology- how muscles move, the effects on breathing and heart rate
- World History- the history of yoga & its significance in different cultures





# Identifying the Key Participants

- Student
- ELO Coordinator
- Teacher
- Case Manager
- Community Partner/Mentor
- Family

# Community Partners....



- Work with the student, and certified educator to create the ELO.
- Provide the expertise/information.
- Provide assistance on determining the student's understanding of the subject matter.
- Need a working knowledge of the school insurance policy and the NH Department of Labor rules.

# Different aspects 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

# Planning

- What will the student be learning?
- How often will progress updates occur?
- What will the product and presentation look like?
- Any accommodations to consider?
- Logistics



# Research

- Identifies what credit the student hopes to earn with the ELO.
- Develops an “Essential Question” to guide the learning.
- Explores where the student will find the information they want to learn.
- Identifies the resources the student needs
  - Community Mentor
  - On line resources
  - College classes



# Examples of Essential Questions

- What can current politicians learn from previous leaders?
- What are the needs of a depressed high school student?
- How does a leader maximize the effectiveness of a group?
- Does nature or nurture affect human development more?





# Reflection

- Provides information on what the student is learning, how they are learning and the connections they are making.
- Allows teachers and community partners the opportunity to evaluate learning and provide feedback.

# What Does Reflection Look Like?

Reflection can be:

- A journal
- A blog
- Correspondence
- Weekly narrative



Documents learning and connections between the experience, research, critical thinking and growth.

# Product

- The concrete, tangible display of the student's learning.
- Products (projects) can include:
  - Portfolios
  - Research papers
  - Depending on the ELO it could be a building, website, a manuscript, a video.....the possibilities are endless
- Reflects the goal of the ELO

# Presentation

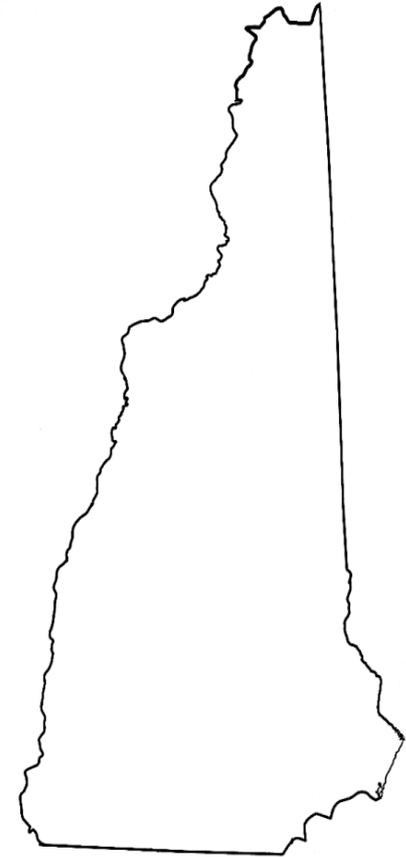


- Opportunity for the student to share their ELO- the depth of their learning and grasp of the critical components of their ELO.
- Pulls together all the aspects of the ELO process to demonstrate their learning.
- Involves community partner, ELO Coordinator, educator and family.

# NH- Local Control

## DOE Guidance on ELOs

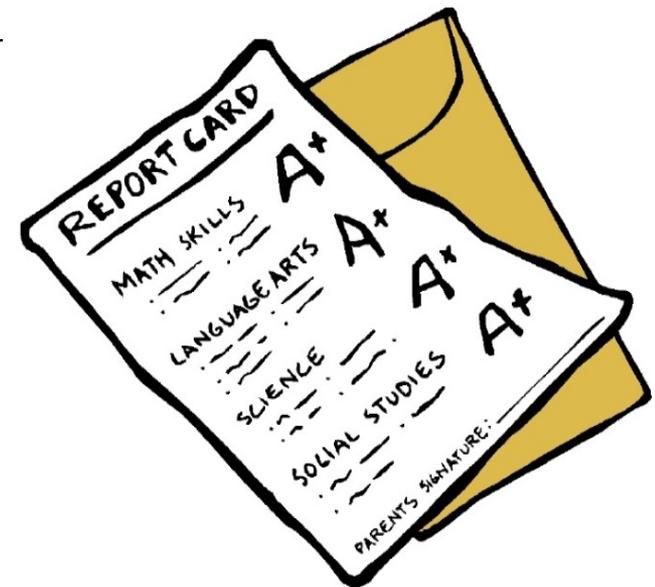
- ✓ State requires local school boards to adopt ELO policy
- ✓ NH DOE provides guidance on the creation & implementation of ELOs.
- ✓ Local schools and school boards define policies.



New Hampshire - The Granite State

# District Policies

- Grading
- Documentation on Transcripts
- Competencies
- Scheduling
- Financial Responsibility
- Transportation
- Capacity



# Families

- ✓ Learn about your school's ELO policy
- ✓ Talk to a Guidance Counselor to learn more about competencies and ELOs
- ✓ Work with your child
- ✓ Help identify a potential community partner
- ✓ Support and prepare your child to self-advocate
- ✓ Communicate about progress and concerns

# ELOs & IEPs

- ✓ ELOs are for all students
- ✓ Case Manager/ELO Coordinator works with the IEP Team
- ✓ Accommodations
- ✓ Disclosure



# Wrap up

- ELOs are for all students
- ELOs can happen in any subject area
- Districts set their own policies around ELOs
- ELOs involve Research, Reflection, Product & Presentation
- Strong ELO programs incorporate students, educators, families and community partners and IEP Teams when appropriate.

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