



Learning Outside of the Classroom

Planning for Transition using Extended Learning Opportunities (ELOs)

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



someecards user card

Acknowledgements and 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
- 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

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

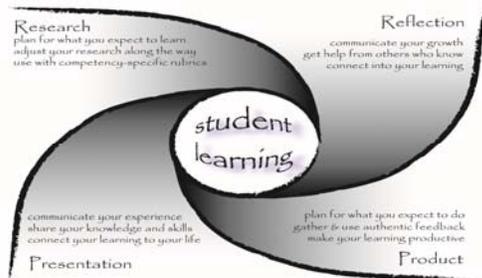
- Student
- ELO Coordinator
- Teacher
- Case Manager
- Community Partner/Mentor
- Family

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



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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?



Source: www.beyondclassroom.org



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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