Extended Learning Opportunities

Creating Alternative Pathways for Students to Achieve Academic Credit in School

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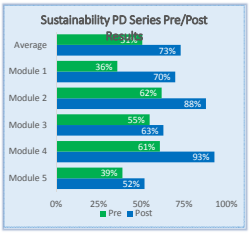
Next Steps NH Pre/Post Training Assessment

Similar to the need for teachers to gain data on student understanding, we need to determine what impact our training has on your understanding of the training topic/content.

- **Purpose:**
  Evaluate Next Steps NH Training
  NOT participants
- **Measure the Impact of Knowledge**
  - ✓ Pre-test - assess prior knowledge
  - ✓ Post-test - assess knowledge gain
  - ✓ Additional questions - quality & usefulness



Next Steps NH

- Funding for this training comes from a State Personnel Development Grant (SPDG) from the U.S. Department of Education, Office of Special Education Programs (OSEP)
- The purpose of the Next Steps NH grant is to develop and sustain the skills of New Hampshire school district personnel and families to increase the number of students with disabilities graduating from high school that are college and career ready.
- Extended Learning Opportunities (ELOs) are a main focus of the Next Steps NH grant.

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

Learning Objectives

- Participants will learn how to develop ELOs
- Participants will learn the role of students, families, educators and community partners in developing and implementing ELOs

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.

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

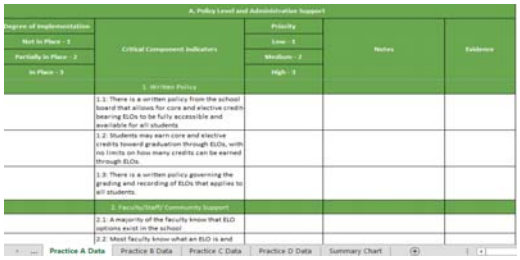
The primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to:

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

Where We Are Now:

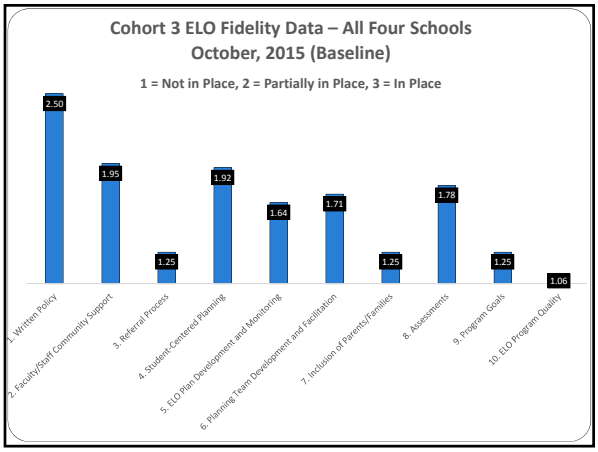
- The following data comes from the ELO Fidelity Tool that both cohort schools completed.
- Lets think about this and how we use it as a starting place to expand the use and scope of ELOs.

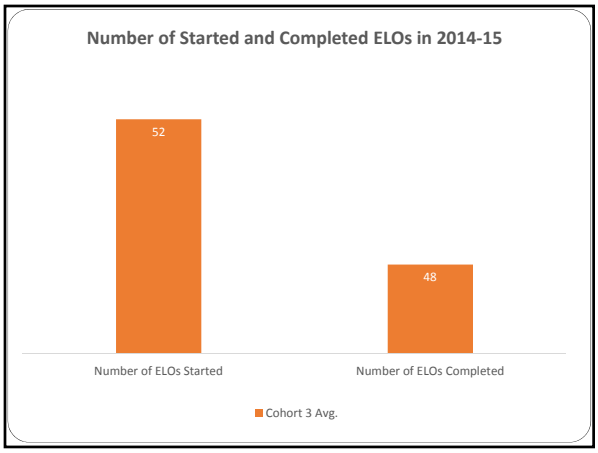
ELO Fidelity Tool

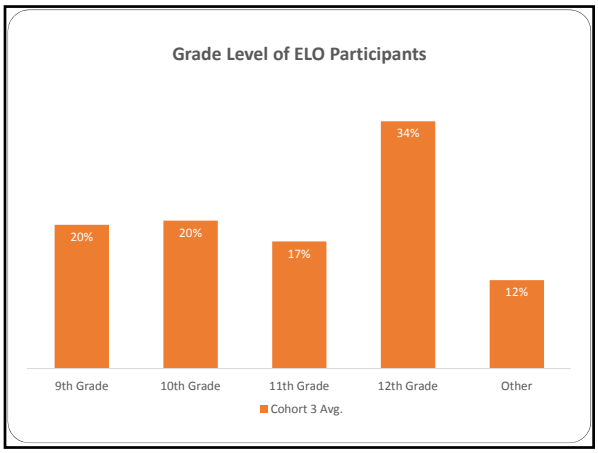


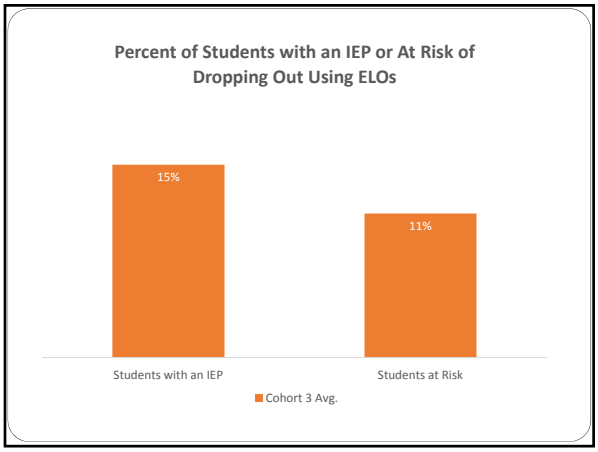
A. Policy Level and Administrative Support				
Degree of Implementation Not in Place - 1 Partially in Place - 2 In Place - 3	Critical Component Indicators	Priority Low - 1 Medium - 2 High - 3	Notes	Evidence
1. Written Policy				
1.1: There is a written policy from the school board that allows for core and elective credit-bearing ELOs to be fully accessible and available for all students				
1.2: Students may earn core and elective credits toward graduation through ELOs, with no limits on how many credits can be earned through ELOs				
1.3: There is a written policy governing the grading and recording of ELOs that applies to all students.				
2. Faculty/Staff/ Community Support				
2.1: A majority of the faculty know that ELO options exist in the school				
2.2: Most faculty know what an ELO is and				

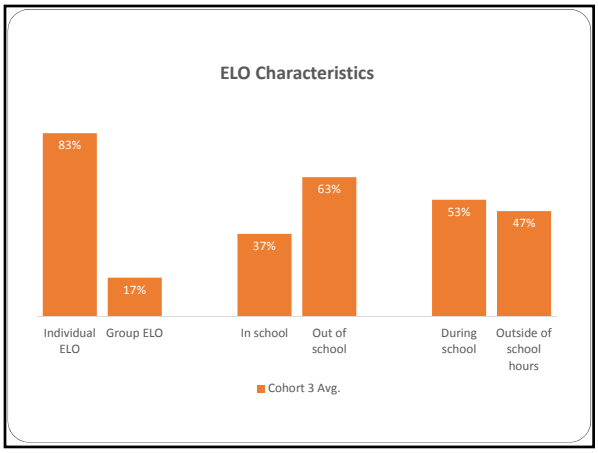
Practice A Data | Practice B Data | Practice C Data | Practice D Data | Summary Chart

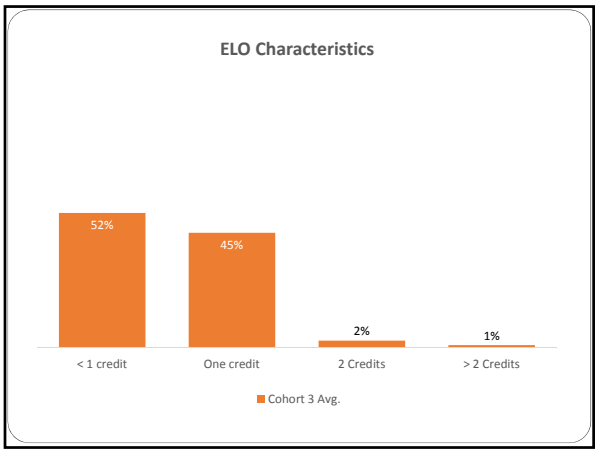


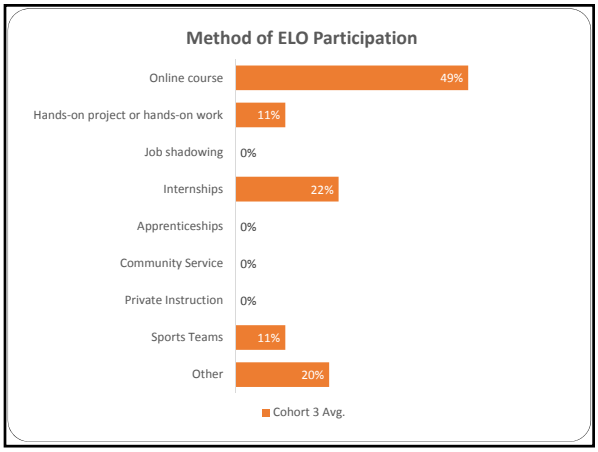


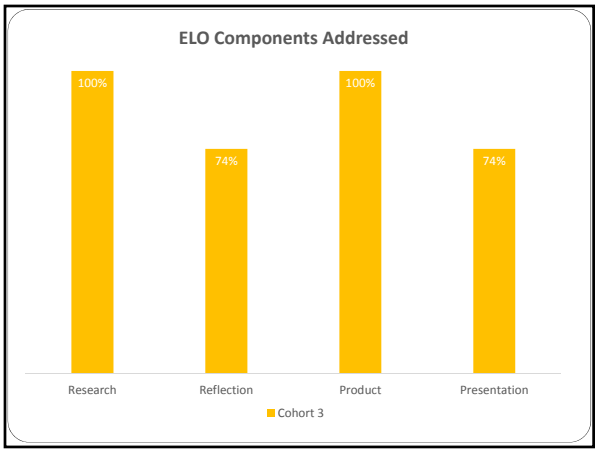

Grade Level of ELO Participants
20%
20%
17%
34%
12%
9th Grade
10th Grade
11th Grade
12th Grade
Other
Cohort 3 Avg.

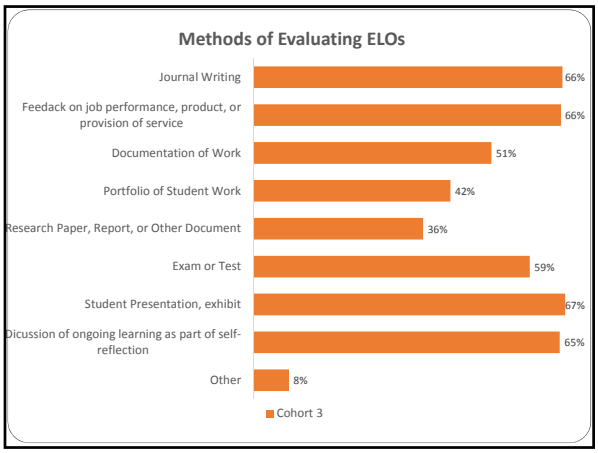

Percent of Students with an IEP or At Risk of Dropping Out Using ELOs
15%
11%
Students with an IEP
Students at Risk
Cohort 3 Avg.


ELO Characteristics
83%
17%
37%
63%
53%
47%
Individual ELO
Group ELO
In school
Out of school
During school
Outside of school hours
Cohort 3 Avg.


ELO Characteristics
52%
45%
2%
1%
< 1 credit
One credit
2 Credits
> 2 Credits
Cohort 3 Avg.


Method of ELO Participation
Online course
49%
Hands-on project or hands-on work
11%
Job shadowing
0%
Internships
22%
Apprenticeships
0%
Community Service
0%
Private Instruction
0%
Sports Teams
11%
Other
20%
Cohort 3 Avg.


ELO Components Addressed
100%
74%
100%
74%
Research
Reflection
Product
Presentation
Cohort 3

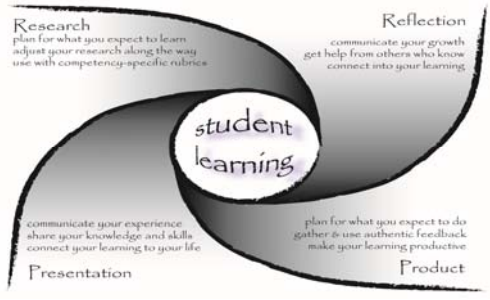


Cohort 3 Summary

- **ELOs are happening across all grade levels**
- **Individual ELOs surpass group ELOs.**
- **Of the ELOs reported on, 15% are for students with IEP's and 11% for student at risk.**
- **On line courses exceed all other types of ELOs, internships come in second.**

How do we use this data to expand the use of ELOs and better prepare students to transition to adulthood?

Components of ELOs



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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.

Components of High Quality ELOs

- Driven by student interest.
- Defines the learning outcomes through identified competencies and the student learning is evaluated against those competencies.
- Involves community partners.

Components of High Quality ELOs

- Promotes critical thinking skills through reflection and presentation to articulate what they have learned.
- End product demonstrates what was learned.

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

Source: www.beyondclassroom.org

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 ELO's could you create?

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
- Anything else……

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.

Identifying the Key Participants

- **Student**
  - Has an interest or passion, and a desire to explore learning
- **Certified Educator**
  - To work with the student & ELO coordinator on identifying competencies and assessing learning
- **ELO Coordinator**
  - Coordinates the different aspects of an ELO including agreements with partners, DOL approval, communication with all parties

Identifying the Key Participants

- **Families**
  - Need to support the student, agree to the ELO and may assist in identifying the community partner
- **Community Partner/Mentor**
  - Provides the expertise for what the student wants to learn

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.
- You will need a working knowledge of your school insurance policy and familiarity with the NH Department of Labor rules.

More on this in day 2

Resources for Developing ELOs

- Beyond Classroom
- Lebanon High School
- Pittsfield Middle High School
- Next Steps New Hampshire
- New Hampshire ELO Network

Research
What does the student want to learn?

- Articulates the question(s) that guides the learning. (Essential Question)
- 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

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

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?

Source: www.beyondclassroom.org

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

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

Projects ……

- The concrete, tangible display of the student's learning.
- Projects can include:
  - Portfolios
  - Research papers
  - Depending on the ELO it could be a building, website, a manuscript…..the possibilities are endless
- Product needs to reflect what the goal of the ELO was and answer the essential question that was generated to guide learning.

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.

In Other Words…

If an Educator wants to teach a new course, they would:

- Content area (Research)
- Competencies/learning outcomes (Research)
- Materials to draw knowledge from (Research)
- Assessments of learning and understanding (Reflection, Presentation & Product)

ELOs: a course created by a student's interest, using an essential question and a community partner.

Inspiration……

- Pep talk to Teachers & Students

Best Practices & ELO Components / ELO Opportunities* according to NH Ed 306.27(b)	Community Based	Community Partner/ Mentor	Credit Bearing Competencies	Essential Question	Research	Reflection	Product/Project	Presentation of Learning
Independent Study	N	N	Y	Y/N	Y	Y/N	Y/N	N
Private Instruction	Y	Y	Y/N	N	Y/N	N	Y	N
Performing Groups	Y	Y	N	N	N	N	Y	N
Internships	Y	Y	Y/N	N	N	N	Y/N	N
Community Service	Y	Y	N	N	N	N	Y	N
Apprenticeship	Y	Y	Y	N	N	N	Y/N	N
Sporting Teams	Y/N	Y/N	N	N	N	N	N	N
Senior Project	Y	Y	Y	Y/N	Y	Y	Y	Y/N
Online Courses	N	N	Y	N	Y	Y/N	N	N

* These opportunities vary from school to school, but this chart reflects the most common descriptions.

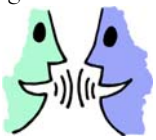
Source: www.beyondclassroom.org

Almost ELOs into ELOs

- Think about your school. Do you currently have students in situations that are almost ELO's ?
- What steps could you take to turn an almost ELO into an ELO?

Assessing the Quality of an ELO

- In developing an ELO, all partners need to know what the expectations are and how the ELO will be assessed. No surprises!
- Share rubrics/assessment tools with partners
- Set clear expectations regarding communication
- *More on this day 2*



SOAR Analysis

Strengths
- What are you doing well?

Opportunities
- What resources/prospects do you have available?

Aspirations
- What do you want your program to be?

Results
- How will you know you have the program you want?

SOAR

- ✓Using the asset-based SOAR approach, reflect on your school and your current ELO program.
- ✓Document your strengths, opportunities, aspirations and results using the questions below to generate conversation.
- ✓The information you record will guide your implementation efforts regarding ELO's.

Wrap up

- ELOs can happen in any subject area
- ELOs involve Research, Reflection, Product & Presentation
- There are a wide variety of ELO planning tools available to assist in the development of ELOs
- Please take the post test and complete the evaluation form- Thanks!

Next Time

- Program structures
- See you on the 30th!