Analyzing and Customizing Outdoor Learning Experiences (OLE) in HQIM Evaluation Tool

Purpose

This document outlines the process for evaluating and customizing an original high-quality instructional material (HQIM) lesson to integrate outdoor learning experiences (OLE). Following this structured planning approach, teachers can customize the lesson to incorporate meaningful outdoor learning opportunities while preserving its core objectives. Customization of lessons to include OLEs should *only* occur after teachers have gained experience implementing the HQIM lesson as designed. Lesson and unit internalization is vital to ensure that outdoor elements enhance learning without compromising the foundational goals of the HQIM lesson or unit. See the Planning Guide for Science Instruction for information on effective science planning and unit and lesson internalization processes.

Step 1: Analyze HQIM to Identify Potential Outdoor Learning Experiences

The first step in customizing a lesson is to analyze the original HQIM lesson. Identify areas where an OLE can enhance the lesson by adding depth, challenge, clarification, or connections to local phenomena. The OLE should foster student engagement with the natural world, encouraging exploration and practical problem-solving.

HQIM Lesson Information	
Lesson Name	
Lesson Question	
Instructional Model Routine	
How students engage with the phenomena	
LSSS	
SEP(s) developed	

HQIM Lesson Information	
DCI(s) developed	
CCC(s) developed	
Learning Progressions **Appendix A: Learning Progressions**.	

Potential OLE	
Briefly describe the potential OLE and specify where it could be integrated within the lesson.	
How does the potential customized lesson (CL) allow students to engage in an outdoor environment?	
How does the potential CL have students engage in science and engineering practices (SEPs) and think through the lens of the crosscutting concepts (CCCs) to figure out disciplinary core ideas (DCIs) to explain the HQIM phenomenon?	
How does the potential CL enhance student understanding of the phenomenon in HQIM?	

Step 2: Customizing a Lesson

Ensuring that the intent and rigor of the HQIM lesson are maintained is imperative. To determine this, use the following guidelines to customize the original HQIM lesson to include an OLE. Do not proceed with the lesson if any criteria do not receive a "yes" answer. Instead, revise the lesson components that do not meet the criteria until all requirements are satisfied.

Criteria	Response	Evidence
Alignment and Accuracy: The OLE supports student mastery of the Louisiana Student Standards for Science (LSSS).		
Does this customized lesson (CL) align with the LSSS addressed in the original lesson?	Yes	
Does this CL expand on or enhance the standards covered in the HQIM?	Yes	
Does this CL effectively connect to students' prior learning and provide a clear bridge to what they will explore in the current lesson?	Yes	
Integrating the Three Dimensions for Instruction and Assessment: The OLE engages students in activities that blend science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCCs) to help students understand phenomena or develop solutions to real-world problems. It also encourages the creation of student artifacts that demonstrate mastery of these three dimensions.		
Does this CL support mastery of SEPs throughout the HQIM unit?	Yes	
Does this CL support mastery of DCIs throughout the HQIM unit?	Yes	
Does this CL support mastery of CCCs throughout the HQIM unit?	Yes	

Criteria	Response	Evidence
Learning Progressions: The OLE adequately addresses the rigor of learning for the grade band as outlined in **Appendix A: Learning Progressions**.		
Does this CL support the development of skills and content that are aligned with the appropriate grade band within the learning progressions?	Yes	
Assessment & Support: The OLE materials — such as rubrics, exemplar student responses, and other resources — help teachers and students assess student progress and achievement.		
Does this CL communicate expectations for demonstrating mastery of the learning objectives and allow for assessment of progress toward achieving them?	Yes	
Student Participation: The OLE addresses full student participation.		
Does this CL include plans to help absent students catch up on the lesson?	Yes	
Does this CL include a contingency plan for when students cannot go outside due to inclement weather?	Yes	
Does this CL provide the necessary structures to support the participation of all students?	Yes	

Note: Use teacher collaboration time to address any criteria with a "no" response. If all the criteria are marked "yes," refer to the **OLE Planning Reference Guide**.